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ABSTRACT

This handbook documents the comprehensive evaluation and training system that is being used with Indiana's adult basic education programs. It consists of a set of instruments to assess the effectiveness of ABE programs and a series of workshops to train program providers to carry out the evaluation. Two introductory sections contain a guide to the evaluation handbook and a materials list. The guide describes in detail the contents of each of the five major sections that follow. The five major sections are based on the workshops that are used to train program directors in self-evaluation and to train ABE teachers to evaluate their own paired program. Section I contains materials for the preliminary meeting--an outline of Indiana's evaluation model that includes a rationale, a timetable, and an appendix. Section II provides materials for a workshop on program self-evaluation, including a guide for directors and all instruments. Section III contains materials for a workshop on formative and summative evaluation and provides all the materials and methods evaluators will use to gather data. Section IV presents materials for a workshop on writing the formative report and guidelines and form for conducting classroom observations. Section V contains the workshop packet that provides examples of coding learner data and writing a summative report. (YLB)

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Indiana's Evaluation Model for Adult Basic Education Programs: A Handbook

by Larry Mikulecky and Paul Lloyd

with the assistance and participation of

the Indiana Department of Education
Division of Adult Education
(especially Carlotta Anderson and Gloria Hubbuch),

local ABE program personnel
involved in piloting the model,

and

graduate students at Indiana University
(especially Julie Chen and Julie Oelker)

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Preface

This handbook documents the comprehensive evaluation and training system that is being used with Indiana's Adult Basic Education programs. It consists of a set of instruments to assess the effectiveness of ABE programs and a series of workshops to train program providers to carry out the evaluation. The system has been developed by a team at Indiana University cooperatively with the Indiana State Department of Education and local program personnel.

The evaluation instruments include a program self-evaluation, in which directors assess the effectiveness of their program's provision, and a series of learner interviews and questionnaires given as pre-tests and post-tests by program personnel. The interviews and questionnaires measure learner ability, practices, beliefs and plans concerning education.

Program providers are trained to use these instruments through workshops on data gathering, data analysis and report writing. For the evaluation, programs are paired so that data gathered by evaluators at their own program are then analyzed and reported on by the evaluators from their paired program. The evaluation process also includes site visits between paired programs, so that evaluation becomes an opportunity for providers to see each others' programs and for a professional network of provider/evaluators to develop.

This handbook represents the complete documentation of the evaluation and training system. It contains all the materials and instruction necessary to develop and implement a comprehensive evaluation of any ABE program. The components of this evaluation are described in more detail below.

Evaluation can serve two important purposes:

- it can help program providers monitor and provide better service, and
- it can let funders know if funds are being effectively used.

The evaluation process is carried out in two distinct ways:

- **formative evaluation**, and
- **summative evaluation**.

The purpose of **formative evaluation** is to provide advice to the program's director about possible problems that may interfere with the smooth functioning of the program. During this process, the program director and a sample of instructors and learners are interviewed to establish the extent of agreement or divergence between, for example, the resources of the program and its goals, or between the views of instructors and learners. The results of these interviews are then summarized in the **Formative Report**. The report highlights areas of strong agreement among interviewees and areas of discrepancy between their views. It also documents the extent to which resources match goals. For areas of discrepancy, it recommends possible actions that program personnel could take to remedy the apparent problem.

Summative evaluation assesses program and learner achievements, and involves measuring a program's success at providing a service and in producing learner gains. Two different approaches to summative evaluation are taken:

- **program self-evaluation**, and
- assessment of **learner achievement**.

At the beginning of the evaluation process, program directors attend a workshop to train them to evaluate their program. During this self-evaluation, they use anchored rating scales to judge the program's effectiveness in such areas as planning, curriculum, materials, personnel, and provision for targeted groups of learners. To assist them in this process, directors consult with a sample of staff and learners and obtain their views on these areas. The program's ratings are then finalized in consultation with a state representative.

The second approach covers the assessment of **learner achievement**. This is accomplished through learner tests and interviews, conducted and supervised by the program evaluators. Two provider/evaluators from each program gather data at their own program, giving the learner instruments as pre-tests and post-tests. They then score the tests from their paired program, send them to the main office for statistical analysis, and write a **Summative Report** based on the data. The report documents the ABE program's activities, compares test results, and makes conclusions about the success of the program in meeting its goals. Thus, the Summative Report, in combination with the program's self-evaluation, provides a complete picture of the program's success at providing a service to the community and at making gains in learner achievement.

Table of Contents

This handbook is divided into five major sections. These are based on the workshops that are used to train program directors in self-evaluation and to train ABE teachers to evaluate their paired program. Each section contains its own table of contents including appendices.

Preliminary Meeting

Program Self-Evaluation

Workshop I:
    Formative and Summative Evaluation

Workshop II:
    Formative Report, Classroom Observation

Workshop III:
    Coding Learner Data, Summative Report

The next two sections contain a Guide to the Evaluation Handbook, and a Materials List. The Guide describes in detail the contents of each of the above five sections. The Materials List contains a comprehensive listing of all materials that will need to be removed and copied from the handbook (e.g., learner questionnaires and interviews, report forms, etc.).

Guide to the Evaluation Handbook

Preliminary Meeting

Before the evaluation begins, all program personnel who will be participating in the evaluation gather at a preliminary meeting. During this meeting, arrangements are discussed for carrying out all phases of the evaluation, and two teachers from each program are paired with the program they will be evaluating. An outline which includes a rationale and timetable for Indiana's Evaluation of ABE programs is also distributed.

Program Self-Evaluation

During this workshop, program directors learn how to use anchored rating scales to judge their program's effectiveness in such areas as planning, curriculum, materials, personnel, and provision for targeted groups of learners. To assist them in this process, they consult with a sample of staff and learners and obtain their views on these areas. The program's ratings are then finalized in consultation with a state representative.

Workshop I: Formative and Summative Evaluation

Workshop I provides all the materials and methods evaluators will use to gather data for two types of evaluation:

- **formative evaluation** and
- **summative evaluation**.

The purpose of **formative evaluation** is to provide advice to the program's director about possible problems that may interfere with the smooth functioning of the program. During this process, the director and a sample of instructors and learners are interviewed to reveal areas of agreement or discrepancy between, for example, the resources of the program and its goals. Workshop I provides interview questions along with guidelines for conducting formative interviews.

Summative evaluation assesses the program's success at providing a service and in producing gains in learner achievement. This is accomplished through questionnaires and interviews administered to learners and conducted with the help of program teachers. Data are gathered regarding four areas of learner literacy:

- practices at home and with family
- reading process and ability
- beliefs about literacy, and
- plans concerning reading and education

All interviews and questionnaires are administered as pre-tests and post-tests, using exactly the same materials and methods. In this manner, results can be compared to measure the extent of gains in learner ability in specific areas.

Workshop II: Formative Report, Classroom Observation

In the second workshop, evaluators learn how to analyze the results of the formative interviews and write the **Formative Report**. In this report, four areas are addressed. These are the program's:

- goals,
- resources,
- instructional process, and
- impact.

The report is intended to highlight areas of agreement among interviewees and areas of discrepancy between their views. For discrepancies, the report recommends possible actions that program personnel could take to remedy the apparent problem.

Workshop II also includes guidelines and a form for conducting classroom observations. The results of these observations are written up in the Summative Report, where they are used to link areas of learner gain to observed classroom practice.

Workshop III: Coding Learner Data, Summative Report

During Workshop III, evaluators learn how to analyze learner data and write the **Summative Report**.

The purpose of this report is to:

- document program activities,
- describe pre-tests and post-tests that were given to learners, and
- compare test results to assess gains in learner achievement.

Thus, the report provides a record of program activities that documents its success at providing a service to the community and at making gains in learner achievement. To assist evaluators in writing the report, detailed examples and a report form are included in the workshop packet.

The Materials List on the following pages contains a comprehensive listing of all materials that evaluators will need to remove and copy from the handbook (e.g., learner questionnaires and interviews, report forms, etc.) as they gather data and write reports.

Materials List

To carry out their task, evaluators will need to copy some parts of this handbook. For example, when conducting interviews and administering learner questionnaires, the appropriate forms should be removed from the Workshop I packet and copied, so that personnel can use them to gather data on learners. This list gives the locations of all materials that evaluators will remove and copy from the handbook as the evaluation is carried out.

Program Self-Evaluation: Guide for Directors

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Note on the Evaluation Process
and Results Benchmarks

This Handbook for evaluating Adult Basic Education programs was developed over a period of three years, during which 16 programs were evaluated. The evaluators from those programs had considerable influence on the final form of this evaluation system, providing extensive feed-back on the way each instrument was working and suggesting detailed wording changes where appropriate.

The results of the evaluation for those 16 programs also had an influence on the way learner achievement was reported. Initially, statistical significance was the criterion for stating that the group of learners from a program had made gains in a particular area. However, this depended not only on the average gain made by the group of learners but also on the number in the group—it is easier for a larger sample to reach statistical significance than for a smaller one. This made direct comparison of programs difficult, since their size varies widely and the corresponding sample sizes ranged from 30 to 90. (This was based on sampling10% of new learners in the evaluation year, subject to a minimum of 30 and a maximum of 90.)

Because of this comparison problem, the method decided upon for reporting learner achievement was then based on a set of benchmark gain scores for each area assessed. The benchmarks were determined using a combination of statistical significance and expected gains for effective programs. The benchmarks will be monitored year-by-year as the data-base of program results increases and they will be adjusted as necessary.

It is interesting to note that all assessed areas of learner achievement have shown gains for some programs, whether this is measured by statistical significance or using the benchmarks. Any one program tends to show gains in most areas—but not in all, because program resources are inevitably limited and a particular area will usually show gains only if the program commits significant resources to achieving such gains. And programs obviously need to set priorities among the possible goals they might address.

One of the aims of this evaluation system is to demonstrate how effective ABE programs are with regard to improvement in learner abilities. To evaluate the learners' abilities, interviews, tests and questionnaires are administered as pre- and post-assessments. The resulting scores are then analyzed statistically to measure the levels of gain or loss in learner achievement. For each program's learners, we consider the set of change scores. These are either the differences between pre- and post-test scores for each learner or the assessed holistic change scores. (See pp. III-19 to III-27 below for details about scoring.) To establish how much gain a program has made in a particular area, the average learner change score is compared with a set of benchmark change scores. This leads to a description of the average achievement made by this program as "much gain", "some gain", "no change", or "loss". These are defined as follows:

much gain -- superior achievement in this area
some gain -- competent achievement in this area
no change -- little or no change in this area
loss -- decrease in scores in this area

In order to illustrate how these benchmarks are set, we consider below two examples, one taken from the Learner Questionnaire (see p. I-27) and the other from the Learner Interview (see p. I-36). In all cases, the benchmarks are based on the actual average scores obtained by the programs in the early phases of the evaluation.

Example 1

To the question: "In the last 7 days how many times have you read a newspaper?", learners respond by circling a whole number.

Program average frequencies for this question have typically been in the range 3.5 - 4.5 for the pre-test, in the range 4.0 - 5.0 for the post-test, and in the range 0.3 - 1.0 for the change scores (the difference between pre and post). Based on this distribution of change scores and noting which of them were statistically significant, the benchmarks set for this question were:

much gain — 0.7 (or higher)
some gain — 0.4 (and less than 0.7)
no change — between 0.4 and -0.4
loss — -0.4 (or lower)

Example 2

Learner responses to the question: "How good are you at reading and writing? Why do you think so?" were coded in two ways. First, nearly always learners made some kind of self-appraisal which was coded on a 1 - 5 scale (1 = poor, 3 = average, 5 = good). Second, the reasons learners gave for their self-image in the pre- and post- interviews were compared and a holistic judgment made as to whether the post-interview response was better than, about the same as, or worse than the pre-interview response. For a program, the difference between the percentage of "better than" and the percentage of "worse than" was its score for the holistic rating. Thus there are two sets of benchmarks to consider here.

For the self-rating on the 1 - 5 scale, program average scores have typically been in the range 2.8 - 3.3 for the pre-test, in the range 3.2 - 3.7 for the post-test, and in the range 0.1 - 0.7 for the change scores (the difference between pre and post). Based on this distribution of change scores and noting which of them were statistically significant, the benchmarks set for this question were:

much gain — 0.5 (or higher)
some gain — 0.2 (and less than 0.5)
no change — between 0.2 and -0.2
loss — -0.2 (or lower)

For the holistic rating, program average percentages have typically been in the range 30% - 50% for "better than", in the range 50% - 60% for "about the same as", in the range 0% - 10% for "worse than", and in the range 20% - 40% for the score (the difference between "better than" and "worse than"). Based on this distribution of change scores and noting which of them were statistically significant, the benchmarks set for this question were:

much gain — 40% (or higher)
some gain — 25% (and less than 40%)
no change — between 25% and -25%
loss — -25% (or lower)

The other questions in both interview and questionnaire were treated in a similar fashion: the distribution of program average scores and their statistical significance were used to determine the benchmark scores, which were then used to label program achievements for each question and area of assessment as "much gain", "some gain", "no change", or "loss".

Preliminary Meeting

Outline of Indiana's Evaluation Model for ABE Program

Appendix to Preliminary Meeting

Outline of Indiana's Evaluation Model for Adult Basic Education Programs

Why are we being evaluated?

The federal government requires all states to evaluate 80% of federally-funded ABE programs by 1995.

Who is evaluating us?

We are evaluating each other. Program directors and instructors will be trained to evaluate their own and other programs.

What is being evaluated?

Learner educational gains and such areas of program operation as planning, curriculum, materials, recruitment, and provision for targeted groups.

How will the evaluation be conducted?

Directors will evaluate their own programs using rating scales for various areas of program operation.

Instructors will administer pre- and post-tests to a sample of learners at their own program, and evaluate another program through site visits, interviews, and analysis of data from that program. They will write evaluation reports on that other program.

When will this be done?

Training, data-gathering, site visits, and report writing will take place through the fall semester and into the first months of the new year. Each participant will need to commit about 20 days of time to the evaluation.

Timetable for Phase Three (1993-94)

Date	Activity	Involvement
July/August	Workshop 1	Provider/evaluators
August	Data-gathering starts	Provider/evaluators, other program personnel
September	First site visits	Provider/evaluators
	Workshop 2	Provider/evaluators
October	Formative Report	Provider/evaluators
November	Second site visits	Provider/evaluators
December	Data-gathering completed	Provider/evaluators, other program personnel
	Workshop 3	Provider/evaluators
January	Data coding	Provider/evaluators
February	Summative report	Provider/evaluators

Date	Activity	Involvement
September	Rating scale workshop	Directors
October	Rating scale completion	Directors
November	Rating scale discussion	Directors, state staff

Rationale

Evaluation can serve two important purposes. It can help program providers monitor and provide better service, and it can let funders know if funds are being effectively used. In a federally funded review of Adult Basic Education program evaluations, it was found that, for most ABE programs, neither of these evaluation goals was met. Adult Basic Education evaluations rarely provided information of direct use to program providers since the evaluations were often based upon superficial observations done by outsiders making brief on-site visits. The evaluations rarely provided evidence of worth to funders, since the type of program evidence needed to demonstrate true program effectiveness could only be gathered with the active, day-to-day cooperation of program providers. Anyone who has attended an Adult Basic Education conference knows that evaluation is often discussed informally by instructors as something "done to" programs by funders who are to be tolerated until they leave and the real work with students can, once again, resume.

We believe that there is a better way to do things. That way involves more extensive training of a growing cadre of program providers to participate in evaluating their own programs and to evaluate another program paired with theirs. In this way, evaluation becomes an opportunity for program providers to see each others' programs and for a professional network of provider/evaluators to develop. The short-term benefits are thorough program evaluations involving the day-to-day participation of program providers. The long-term benefits include a growing network of supportive program providers, heightened standards as providers compare their own performance to those of other programs, and a constructive sense of evaluations being from valued peers instead of an unknown "outsider."

Evaluation Model

The evaluation process will be carried out in two distinct ways: formative evaluation and summative evaluation. Formative evaluation is intended to advise program providers about discrepancies that may exist between, for example, the goals of directors, instructors and learners, or the resources of the program and its goals. Summative evaluation assesses program and learner achievements, and involves measuring a program's success at providing a service and in producing learner gains.

The formative evaluation will be conducted through interviews that address program goals, resources, instructional process, and impact. Those interviewed will include a program's director and a sample of teachers and learners. The formative report resulting from this process will be an advisory document for the program and will not form part of the final evaluation package filed at the state office.

For the summative evaluation, two different approaches are taken. The ability of the program to serve the needs of its local population will be evaluated using a series of anchored rating scales. These assess such areas as program planning, facilities, materials, curriculum and personnel, as well as the program's success in providing for targeted segments of the population, particularly the educationally disadvantaged. The second approach will cover the assessment of learner achievement. This will be done through a questionnaire and interview, administered to learners as pre-tests and post-tests with 40 - 50 hours of instruction between the two. The reports resulting from these processes will form part of the final evaluation of the program filed at the state office.

General Procedures

For the programs involved in the evaluation, directors and instructors will be carrying out different functions. The directors will conduct a self-evaluation of their own programs, monitored by the state Department of Education, and two instructors will evaluate another program while supervising the gathering of data at their own program.

The directors will be asked to rate their programs on a scale of 1 - 5 in such areas as planning, curriculum, materials, personnel, and provision for targeted groups of learners. To assist them in this process, they will consult with a sample of staff and learners to obtain their views on these areas. The program's ratings will be finalized in consultation with a state representative.

The two instructors from each program will be trained as evaluators, and the role of these provider/evaluators will be mainly in the area of learner achievement. The programs involved in the evaluation will be grouped in pairs, and each will evaluate the other. The two provider/evaluators from one program will conduct interviews and observations at the other, analyse data, and write reports on that other program, as well as being responsible for the data-gathering procedures at their own program. They will make both formative and summative evaluations of their paired program. An added bonus for the provider/evaluators is that, through the site visits and other communications, they will have the opportunity to interact with teacher peers and learn about the operation of other programs, providing them with insights helpful for their own teaching.

Formative Evaluation

The purpose of a formative evaluation is to learn, through interviews, how the program is working and to what extent the program director, instructors and learners have common views, and realistic ones, about the purposes and operation of the program. This is done using a structured interview format that asks participants about the program's goals, resources, instructional process, and impact. The interview questions are intended to reveal areas of agreement and/or discrepancies among the director's, instructors' and learners' views of what the program should accomplish. The interviews should also show whether there is a match between goals on the one hand, and resources, methods and results on the other.

At each program, the two provider/evaluators from the matched program interview the director, 4 instructors, and 8 learners. They then collate and compare the responses they have received, and write a report for the program director. This report summarizes the comments of the participants, and highlights areas of strong agreement among interviewees and areas of discrepancy between their views. For areas of discrepancy, the evaluators suggest possible action that the program might take to remedy the apparent problem. The report is sent to the director and then a meeting is arranged between the evaluators and the director, in order to clarify any points in the report that require it and to discuss further how problems may be solved.

To illustrate the process described above, here are two example questions and the related sections from Formative Reports. First, in the section on program goals, there is the question:

What do you consider to be the main purposes, goals, and objectives of the program?

One report on this section ran as follows:

> "All staff members mentioned the importance of learner-defined goals and learner-directed activities. They emphasized the identification of personal strengths of learners, and the setting of short- and long-term goals. The director put an emphasis on community involvement and interagency contacts, which was absent from comments made by the other interviewees.
>
> It is recommended that the director communicate more strongly to the staff their need to express the program's goals of community involvement and interagency contacts."

A second example is taken from the Impact section. Instructors are asked:

How do you know when a learner has mastered the objectives of the instruction?

And learners are asked:

How do you tell when you are learning what you should?

The Impact section of another report had the following comments:

> "The instructor seems to have a clear idea of when a learner has mastered the objectives of instruction, but learners themselves seem less certain. One learner stated that she knew when she had mastered an objective when she did not have to ask for help. Others emphasized the successful completion of check-up chapters in the textbook. The instructor also mentioned chapter tests, but gave more importance to TABE post-testing and verbal assessments. Neither of these was given by the learners. Perhaps the link between post-tests, instructional objectives, and day-to-day activities needs to be discussed with the learners."

Summative Evaluation

The purpose of summative evaluation is to measure a program's achievements in such areas as organization, instruction, recruitment, and learner educational gains. The gathering of information on these areas is being approached in three ways:

- program profiles and statistics, already collected by the state;
- self-evaluation rating scales, to be filled out by the program director;
- learner tests and interviews, conducted or supervised by program instructors who are training as evaluators.

Program profiles and statistics

Each ABE program sends a great deal of information to the Department of Education in the form of grant applications, quarterly and annual reports, and summary statistics on learners. In these, details can be found concerning a program's planning, provision for targeted groups, recruitment and retention, standardized test results, coordination with other agencies, and staff development. This information can be used to evaluate a program in conjunction with the other two approaches described below.

Self-evaluation rating scales

Program directors are being asked to fill out rating scales that evaluate their program's

- purpose and philosophy,
- planning and administration,
- content and curriculum,
- materials, facilities and equipment,
- personnel,

- coordination commitment, and
- provision for all segments of the population, particularly the educationally disadvantaged.

Each 1 - 5 rating scale includes anchoring descriptors for 1, 3 and 5 points, as in the examples below.

2. Program Planning

Goals **unclear & not** well linked to needs & resources Documentation **vague** or too **brief** Involves **no** staff, learners or community agencies Evaluation of results is **not** a part of planning		Goals **fairly clear** and linked to **most** needs & resources Documentation adequate in **clarity & detail** Involves **some** staff, **few** learners, & **few** community agencies Evaluation of results **plays some part** in planning		Goals **clear** and **well** linked to needs & resources Documentation **clear, thorough & detailed** Involves **all** staff, **many** learners, & **all required** community agencies Evaluation of results is an **integral** part of planning
1	**2**	**3**	**4**	**5**

5. Content and Curriculum

Meet needs of **few** learners at appropriate level **Poor** organization & sequence **Lack** variety, flexibility, & innovation, in life skills context **Not** adult-oriented		Meet needs of **most** learners at appropriate level **Satisfactory** organization & sequence **Moderately** varied, flexible, & innovative, in life skills context **Moderately** adult-oriented		Meet needs of **all** learners at appropriate level **Well** organized & sequenced **Highly** varied, flexible, & innovative, in life skills context **Highly** adult-oriented
1	**2**	**3**	**4**	**5**

The procedure for the use of these rating scales will involve the directors in consultations with their staff and program participants. Before filling out the rating scales, directors will give out questionnaires, covering the areas listed above, to a sample of the instructors and learners in the program. The responses to these questionnaires will aid the director in rating the program appropriately. Once the ratings are completed, a representative of the state Division of Adult Education will visit the program and discuss the ratings with the director. During this meeting, the director will be able to support the ratings given by using the questionnaire responses from instructors and learners. The final ratings for the program will be those agreed by the director and the state representative.

Learner tests and interviews

The programs involved in the evaluation will be grouped in pairs, and each will conduct a summative evaluation of the other. The two provider/evaluators from each program will:

- make classroom and other observations at their paired program,
- supervise the gathering of learner data at their own program,
- analyse the data from their paired program, and
- write a Summative Report based on the data.

The observations of classroom practice and program materials and equipment will be conducted in order to give the provider/evaluators the necessary background in their paired program's operation for them to comment on the results of the learner testing at that program in their Summative Evaluation Report.

The achievements made by learners attending each program will be measured using questionnaires, interviews and teacher assessments. Pre-data will be gathered on a representative sample of learners during their first 12 - 15 hours in the program, and post-data on those same learners after another 40 - 50 hours of instruction. Because pre- and post-tests are the same, the learners chosen for testing should be expected to take at least 5 - 6 weeks to reach that 40 - 50 hours. For their own program, the two provider/evaluators will have the responsibility, with the help of others at their program, of gathering this pre- and post-data.

Once all post-testing is completed, learner folders will be exchanged between the provider/evaluators from the paired programs, and each will score and code the data from the other's learners in preparation for writing their Summative Report. This report will detail the areas of learner gains and the nature of those gains, and the provider/evaluators will relate the gains to their knowledge of the program they are evaluating. These Summative Reports will then be sent to the program directors and to the state office.

To illustrate the sequence of events from learner question to summative report, the following example is taken from the Learner Interview. To assess changes in learner practices, each learner is asked:

> **"Tell me the sorts of things you read and write during a normal week."**

In both pre-test and post-test, the interviewer records the items mentioned by the learner (e.g., reading books and magazines, writing notes and lists). When the learner's folder is given to the provider/evaluators from the paired program, they analyse this response in two ways. Firstly, they count the number of reading and writing items recorded on the pre-test and on the post-test. Learner gains in reading practices are measured for the program on the basis of the average change made by all learners taking part in the evaluation. Secondly, the evaluators assess the change, from pre-test to post-test, in the overall quality of the reading and writing that the learner is doing. For example, reading books is better than reading comics, and writing letters is better than writing checks. Then, as before, the average change for the group of learners forms the basis for the program's assessment in this area. These two measures are then used by the provider/evaluators when writing the section of their report on learner literacy practices. They may write, for example,

> "Between pre- and post-test, this group showed a significant gain in the amount of reading and writing that they were doing, the average increase being 60%. The quality of literacy activities rose also, but not significantly. It appears, from classroom observation, that these learners were encouraged to read more widely, but perhaps little attempt was made at this stage to change the nature of their reading materials outside the classroom."

Comparison of Summative and Formative Evaluations Conducted by Provider/Evaluators

	Summative	Formative
Timing	Twice, as pre-test and post-test	Once, during program
Purpose	To assess learner gains	To point out problems and give advice
Method	Questionnaire, interview, ALP rating	Interview only
Interview details	Given twice — as learner pre-test and post-test — exactly the same, using only wording on form	Given once — for opinions of learners and providers — wording is flexible
Analysis	Statistical	Informal
Report	For providers and funders	Mainly for providers

Appendix to Preliminary Meeting

Appendix to Preliminary Meeting

Invitation Letter to Directors - p

- **Agenda - p**
- **Programs & Responsibilities**
- **Quotas for Learner Numbers**
- **Timetable and Time Commitment**
- **Names and Addresses**
- **Address Form**

Invitation Letter to Mentors - p

- **Guide for Mentors**

Running Order - p

(date)

Dear ,

A few weeks ago the state office contacted you about a preliminary meeting on (date) to discuss arrangements for Phase Three of the state's ABE evaluation process. Please find enclosed an agenda for this meeting, together with an Outline describing the evaluation process. This includes the time-line we shall be working toward in Phase Three.

The state office asked you to select one of your teachers, who will be taking a lead role in the evaluation, to accompany you to the meeting. Also enclosed is a page describing the time commitment this teacher and one other will need to give to the evaluation, amounting to about 20 days each. The heaviest load will be early on, in August and September, and then again in January and February. So please choose the participating teachers with this in mind.

At the meeting, we shall be discussing the evaluation procedures in general and then just how they will apply to your program. We shall also want to set dates for the workshop sessions in a few months time. The first workshop for the provider/evaluators (the two teachers) will need to be shortly before your big fall intake of learners. So come to the meeting with your views on the best timing for that workshop.

The evaluators trained in Phase Two who will be mentoring your program's evaluators will also be at the meeting. Enclosed in this package is a list of names and addresses, including theirs and yours as far as we know them. Please complete the attached form to fill in any gaps that you can and bring it to the meeting.

We look forward to meeting with you on (date), and getting Phase Three off to a good start.

Sincerely yours,

Evaluating Indiana ABE Programs

Preliminary Meeting for Evaluation Phase Three

(date) (start and finish times)

(location)

AGENDA

1. Introductions — program pairs, mentors
2. Outline of evaluation procedures
3. Data-gathering — experience from Phase Two
4. Data-gathering — preparation for Phase Three
5. Evaluator payment arrangements
6. Dates for first workshops *

*** Please bring your calendars**

ABE Evaluation Phase Three

Programs and Responsibilities

Paired Programs	Mentors

The provider/evaluators at each program should report by telephone to their mentors each week, telling them how many learners have been fully pre- or post-tested and mentioning any problems that have arisen.

The mentors should pass these reports on to the state office.

Quotas - p

Evaluating Indiana ABE Programs

Phase Three

Quotas for Learner Numbers

The numbers below indicate how many learners from each program need to complete both pre- and post-tests, so that we can obtain a large enough sample to represent the program and also for statistical analyses to be valid.

Program	Quota

In order to reach its quota, a program will need to pre-test more learners than this — possibly two or three times as many, depending on the program's drop-out rate before learners have reached 40 - 50 instructional hours.

Within the total quota, program evaluators should make sure that all aspects of the program are represented: lower and higher level learners, central and satellite sites, a range of classes and instructors, etc.

ABE Evaluation Phase Three

Timetable and Time Commitment
of Provider/Evaluators

Date	Activity	Time	Place
July/August	Workshop 1	1 day	Indianapolis
August	Data-gathering	4 days	Own program
September	First site visits	2 days	Own & paired program
	Workshop 2	$\frac{1}{2}$ day	Indianapolis
October	Formative Report	1 day	Own program
November	Second site visits	2 days	Own & paired program
December	Data-gathering	4 days	Own program
	Workshop 3	1 day	Indianapolis
January	Data coding	3 days	Own program
February	Summative report	2 days	Own program
	TOTAL	about 20 days	

Evaluation of ABE Programs: Phase Three

Names and Addresses

(W) = Work, (H) = Home

(full list of all participants:
directors, evaluators, mentors, state office personnel)

Addresses/Phone - p

Evaluation of ABE Programs: Phase Three
Addresses and Contact Telephone Numbers

PROGRAM ____________________

DIRECTOR ____________________

PROGRAM ADDRESS ______________________________________

____

TELEPHONE ______________ FAX ______________

HOME ADDRESS ______________________________________

______________________ TELEPHONE ______________

....

EVALUATOR ____________________

PROGRAM ADDRESS ______________________________________

____

TELEPHONE ______________ FAX ______________

HOME ADDRESS ______________________________________

______________________ TELEPHONE ______________

....

EVALUATOR ____________________

PROGRAM ADDRESS ______________________________________

____

TELEPHONE ______________ FAX ______________

HOME ADDRESS ______________________________________

______________________ TELEPHONE ______________

(date)

Dear ,

A few weeks ago the state office contacted you about a preliminary meeting on (date) to discuss arrangements for Phase Three of the state's ABE evaluation process, in which you will be mentoring the evaluators from the new programs. Please find enclosed an agenda for this meeting, together with an Outline describing the evaluation process. This includes the time-line we shall be working toward in Phase Three.

At the meeting, we shall be discussing the evaluation procedures in general and then asking you to describe how the data-gathering was organized for your program in Phase Two. Following that, please work with the people from your programs and advise them on how best to implement the pre- and post-testing.

We shall also want to set dates for the workshop sessions in a few months time. The first workshop for the provider/evaluators will need to be shortly before the programs' big fall intake of learners — probably late July or early August.

Also enclosed is a set of Guidelines for Mentors, which we hope you find useful. Attached to that are some suggestions that programs might use to track learners and provide encouragement for them to stay. You may want to use these in discussion with your programs at the meeting. We are planning to finish the meeting with the new program people by 2:30, to allow a short meeting with the mentors as a group to discuss any problems or questions you may have.

We look forward to meeting with you on (date), and getting Phase Three off to a good start. Sincerely yours,

Evaluation of Indiana ABE Programs

Phase Three

Guide for Mentors

Congratulations — you've survived. You've come through your own program's evaluation and the evaluation of your paired program. Along the way, you've learned a lot. And some of it you learned from your mentors. Now it's your turn: both to pass on that knowledge and to use your experience in helping a new generation of evaluators.

Introduction

Just as in Phase Two, there will be two educators each from a pair of programs that will be evaluating each other. They will be nervous about this undertaking and will need reassuring that they can do it. Part of that reassurance is simply your presence and support. To quote one new evaluator talking to her mentor, "I hope I can become as positive about this as you are now."

As well as providing a positive role model for new evaluators, you will be giving them assistance in various specific areas, which are outlined here and explained in more detail on the following pages.

- At workshops, sit with your evaluators, watch for problems, answer their questions, raise points for the whole group, and work with them on exercises.
- Check on data-gathering at site visits, and report on numbers of learners each week.
- At the first site visit, monitor formative interviews, and check that the program director and data-gatherers are clear about what they are doing for the evaluation.
- Check the draft Formative Reports for clarity and tact.
- At the second site visit, assist with the class observation, and sit in on the Formative Report debriefing.
- Advise on the data coding, and assist as necessary.
- Check the draft Summative Reports for clarity and tact.
- All along the way, maintain contact with your evaluators: by frequent telephone calls, and letters to confirm visit arrangements and to check report deadlines.

At The Workshops

At each workshop, sit with your evaluators and get to know them. As we work through the handbook, watch for problems: do they look puzzled, but reluctant to ask? Find out what their question is and raise the point for the whole group — your people are probably not the only ones in doubt.

Work with them when we split up to work on exercises such as formative interview practice, organizing the Formative Report, and coding learner data. Answer their questions yourself or find out for them. Boost their confidence as they feel their way toward effective methods for completing evaluation tasks.

Data-Gathering

Help your evaluators work out ways to keep track, both of how many learners have been tested and of what tests have been given to each learner. Suggest how they can put together forms for tracking individuals and numbers. [See examples in this pack.]

Suggest how they can provide encouragement and incentives for learners, so they will keep attending for at least the 40 instructional hours needed to reach post-testing. Ideas used by earlier evaluators include "contracts" for regular attendance, certificates of completion, and small awards like tote-bags and dictionaries. [See example forms in this pack.]

During site visits, check on data-gathering procedures and progress. Look at the forms being used, and how they are filled out. Check over some learner pre-tests — have they been done correctly?, are they complete?

Arrange for each program to report to you the numbers of learners pre-tested and post-tested. Once pre-testing is well under way, urge your evaluators to record each week the number approaching post-testing — i.e., 25 hours of instruction and still in the program. This will let them know whether to continue pre-testing and with how much intensity.

Set up procedures for them to call you each week with these numbers, and you call the office every Friday with this up-date. It is important to keep an eye on numbers, so that problems can be detected early, before it is too late to do anything about them.

First Site Visits

Before the first site visits, make sure everyone knows where they will be going, what will be happening and what their responsibilities are.

- Has the home team arranged a schedule for the director, teachers and learners being interviewed?
- Does the away team have the Formative Interview forms they need?

During the visits, sit in on some of the formative interviews. Make sure they are going well, and reassure nervous interviewers. Advise them about any problems of style or manner.

Also, talk to the program director about data-gathering.

- Is it going smoothly?
- Are all necessary arrangements in place?
- Do they have the personnel organized?

If possible, talk to those gathering the data — is everything clear to them?

If the visit involves more than one program site, the pair of mentors should split up, one traveling with each evaluator from the visiting team, so that, between you, you see as much as possible of the day's activities.

Formative Report

Make sure that your evaluators know to send you a draft of their report. Check the draft you are sent very carefully. Is it expressed clearly and tactfully? Is it written for the right audience — the director of the paired program? Check the report against the "Guidelines for Writing Formative Report" in Workshop 2. Call up the evaluators who have written the report and, also tactfully, suggest ways it might be improved.

When it has been revised, make sure the authors send copies to the paired program's director and to the office.

If you have problems getting the evaluators to write a reasonable report by the third draft, contact the offfice to discuss alternative ways of handling the situation.

Second Site Visits

Before the second site visits, again make sure everyone knows what will be happening and what their responsibilities are.

- Has the home team arranged a time for the director to meet the evaluators and discuss the Formative Report, and scheduled classes for observation?
- Has the visiting team sent the Formative Report, in good time, to the program director?
- Does the visiting team have the Observation forms they need?

During the visits, sit in on the Formative Report debriefing between the two evaluators and the director. Act as a facilitator if the discussion does not go smoothly.

Go to the classes being observed. Advise the evaluators about procedures, and assist with the observation if you are asked. Again, if the visit involves more than one site, the pair of mentors should split up, one traveling with each evaluator from the visiting team, so that, between you, you see as much as possible of the day's activities.

Data Coding

Some evaluators may find this difficult at first, and need reassurance about their scoring. Check what they are doing during Workshop 3 and advise them of any changes you think necessary to improve their scoring.

After the workshop, keep in touch with your evaluators and assist them as they need help. You may need to visit the programs to help your evaluators with their data coding.

Summative Report

Your evaluators may need assistance with the writing of this report, because Workshop 3 will be some time in the past by now. Help them with interpreting the Summary of Results, and translating its ideas into a readable report. Make sure that your evaluators send their draft summative reports to the office as well as to you.

Again, check the draft report you are sent very carefully. Is it expressed clearly and tactfully? Is it a stand-alone report, that can be understood without reference to the assessment indicators or the methods of scoring? Check the report against the "Guidelines for Writing Summative Report" in Workshop 3.

Talk to the office about the report — we will be checking to see that the facts in it match the statistical analysis the evaluators were using. Then call up the evaluators and tactfully suggest ways it might be improved.

When it has been revised, make sure the authors send copies to the paired program's director and to the state office.

Last, but certainly not least, Keep In Touch

All along the way, maintain regular telephone contact with your evaluators. Talk to them each week about their learner numbers, and discuss any other problems they may have.

Also write letters to them: reminders of report deadlines, confirmation of visit dates and arrangements, and just encouragement to keep on top of the necessary procedures for conducting your own evaluation.

ABE EVALUATION — LEARNER NUMBERS

DATE	SITE	PRE-TESTS	25 HOURS	POST-TESTS

LEARNER EVALUATION

NAME ____________________ CLASS ____________________

MEASURE	PRE-TEST DATE	POST-TEST DATE
Learner Questionnaire		
Learner Interview		
ALP goals/rating		

ADULT LEARNING PLANS

Rating

At time of post-test, assess goals as
not reached = 0, reached = 1, exceeded = 2 ______

Guide for Mentors - p

LEARNER EVALUATION

NAME ____________________ CLASS ____________________

MEASURE	PRE-TEST DATE	POST-TEST DATE
Learner Questionnaire		
Learner Interview		
ALP goals/rating		

ADULT LEARNING PLANS

Rating

At time of post-test, assess goals as
not reached = 0, reached = 1, exceeded = 2 ______

WALKER CAREER CENTER

LEARNER INTENT

ADULT BASIC EDUCATION

LEARNER________________________________ CLASS______________________________

Enrollment Date______________Reading_______Math_______Post-Test Date (28 classes) __________Reading________Math_______Hours______

What do I want?____What can I do to get what I want? ______________________________

Week 1 = The first week you attend classes

Please record your hours below

*A Certificate of Recognition for participation in Adult Basic Education will be awarded at the completion of 50 hours

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28

*I understand that there is a student waiting list for ABE classes. If I miss more than three classes, my place in class may be taken.

Learner Signature________________________________

AME [redacted] MONTH March / April 1992

ours brought forward 0 Absences brought forward ____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
March 23 3 Hours __	24 3 Hours __	25 Hours __	26 3 Hours __	27 Hours __	WEEK'S HOURS 9 ABSENCES ____
April 6 3 Hours __	7 3 Hours __	8 Hours __	9 3 Hours __	10 Hours __	WEEK'S HOURS 9 ABSENCES ____
13 3 Hours __	14 3 Hours __	15 Hours __	16 Hours __	17 Hours __	WEEK'S HOURS 6 ABSENCES ____
20 3 Hours __	21 3 Hours __	22 Hours __	23 Hours __	24 Hours __	WEEK'S HOURS 6 ABSENCES ____
27 3 Hours __	28 3 Hours __	29 Hours __	30 Hours __	1 Hours __	WEEK'S HOURS 6 ABSENCES ____ MONTH'S TOTAL: HOURS 36 ABSENCES ____ Y T D HOURS ____ ABSENCES ____

WALKER CAREER CENTER

ADULT EDUCATION PROGRAM

This certifies that

WAYNE BOWLES

has successfully completed
50 hours of instruction
in adult education.

Teacher

David E. Stahly, Director

January 4, 1993

M.S.D. WARREN TOWNSHIP
INDIANAPOLIS INDIANA

Running Order - p

Evaluating Indiana ABE Programs
Preliminary Meeting for Evaluation Phase Three
Running Order — (date)

(Used by Workshop Facilitators)

1. Introductions : program pairs, mentors 9:30
(collect completed address lists)

2. Outline of evaluation procedures 10:00
(distribute Outline, Timetable + Commitment;
then example Form. and Summ. Reports)

3. Data-gathering : experience from Phase Two 11:00
(pairs of mentors + discussion)

LUNCH 12:00

4. Data-gathering : preparation for Phase Three 1:00
(discuss program quotas,
then pairs of mentors work with programs)

5. Evaluator payment arrangements 2:00

6. Dates for first Workshops 2:15
(Workshop 1 for pr/ev, workshop for directors;
any other questions ?)

+. Meeting with mentors 2:30
(Mentor Guidelines, de-brief on 4.)

3:00

Program Self-Evaluation

Program Self-Evaluation: Guide for Directors

Appendix to Program Self-Evaluation

Program Self-Evaluation

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The Self-Evaluation Process

Dear Program Director:

As part of Indiana's ABE program evaluation, you are being asked to complete a self-evaluation rating scale which measures eleven aspects of your adult education program. This Program Rating Scale is one major component of the state evaluation. Learner achievement is the second component and is being addressed using other instruments.

To complete the Program Rating Scale you will need to collect information from learners and teachers. You will gather information from these two groups by administering a rating sheet to learners and a questionnaire to teachers. The information will then be collated to complete the Program Rating Scale. The Program Rating Scale asks you to give a rating plus applicable comments for eleven aspects of an adult education program. After completing the scale, you will share the results of your program's Rating Scale with a representative from the Department of Education.

The eleven areas to be rated are:

1. **Purpose and philosophy**
2. **Program planning**
3. **Administration**
4. **Building and classroom facilities**
5. **Content and curriculum**
6. **Materials and instructional media**
7. **Program personnel**
8. **Provision for all segments of population**
9. **Provision for educationally disadvantaged**
10. **Expand/improve services to educationally disadvantaged**
11. **Coordination commitment**

You will need to interview a sample of learners in your program, using the "Program Rating Sheet for Learners". The learners who respond to the questions should have been enrolled in your program for at least 20 hours. It is also important to poll a representative sample of learners. Therefore, your goal is to collect responses from 2 to 3 learners from each of your classes/sites. Someone other than the classroom teacher should conduct this interview. The interviewer should also ask the learners to provide reasons for the ratings they give. If you have any questions regarding the selection of learners for interview, contact the state ABE supervisor.

You will also ask your teachers to rate program effectiveness. The handout, "Program Questionnaire for Teachers", and Rating Scales are to be given to all teachers on your staff. Ask the teachers to complete their questionnaires and Rating

Scale at the same time learner responses are being collected. If you have any problems with asking all your teachers, contact the state ABE supervisor.

After you have collected results from learners and teachers, you will collate the information and determine a rating for each of the areas on the Program Rating Scale. To determine a rating for each area involves reading the grade and reasons of each learner and reading the ratings, strengths and concerns staff members have noted. Look for patterns in responses and specific examples when determining each rating. On the scale there are descriptions for a rating of "1", "3", and "5". The ratings of "2" and "4" can be given for areas that do not fit neatly into one of the described categories. The following illustrates the steps a program director would take to arrive at a rating for a particular section.

Section 6: Materials and Instructional Media

1. *The Program Director found that over half of the learners responded with a grade of A or B in this section. All other learner responses graded this area a C.*

2. *Learner reasons usually pointed out the suitability to adults of the materials. A few comments mentioned that some of the materials were not in good shape and needed to be replaced.*

3. *Teacher responses mentioned strengths in the areas of variety and adult suitability. Teachers overall felt that the materials met the needs of learners in a life skills context. The average teacher rating was 3.8.*

4. *Concerns indicated that at times teachers experienced a shortage of materials when presenting large group instruction, and that some of the materials needed to be replaced due to overuse.*

5. *The Program Director rated this area a "4" because the program was better than a description of "3", but did not meet all the criteria of a "5" rating. The director documented the reasons given by learners and teachers in the space underneath the rating scale.*

The rating scheme for the final section, Coordination Commitment, is different from the others. Here you will rate your program's coordination with three specified agencies at four levels, each one on a scale of 0-2. This gives a total rating with a maximum of 8 for each agency.

You will be making judgments in each area you rate. Keep in mind that some aspects in a given area are more important than others. For example, in Section 6, "suitability to adults" is more important than "condition of materials". However, no aspect is to be ignored. Specific examples from learners and teachers lend credibility to the rating and should be included in each section.

Upon completion, you will be asked to discuss the Program Rating Scale with a member of the Department of Education's staff. The purpose of the discussion is to share the results and consider avenues for program improvement. The completed Program Rating Scale becomes part of the total program evaluation. A checklist follows which summarizes the completion of the scale.

Program Rating Scale Checklist

The Program Rating Scale will become a major component of your program's evaluation. The aim of the following checklist is to guide you in the completion of the major tasks involved in this process. The tasks outlined below include:

1. collecting information from learners and staff;
2. collating the information;
3. completing the Rating Scale; and
4. discussing the results with the Department of Education.

To complete the Program Rating Scale, you will need to:

- ✓ Interview 2 to 3 learners from each site/class, using the "Program Rating Sheet for Learners."
- ✓ Distribute "Program Questionnaire for Teachers" and Rating Scale to all teachers on your staff. Give at the same time as learners are being interviewed.
- ✓ Collect responses from learners and teachers.
- ✓ Collate the information. Look for patterns, explanations, and specific examples.
- ✓ Determine a rating for each area on the Rating Scale. Include a rationale for each rating.
- ✓ Write up the Self-Evaluation Report (see example of report in this package.)
- ✓ Discuss the Rating Scale and the Self-Evaluation Report with staff from the Department of Education.

Program Questionnaire for Teachers

Dear educators,

Please take a few minutes to respond to the questions below and the Rating Scales attached. Your responses will be collated by the program director to assist in completing the rating scales for the program as a whole. This is an important part of our program evaluation.

Please answer each question as completely as possible. Your comments regarding strengths and concerns will be particularly valuable.

---

1. **What do you think are the strengths and areas of concern in relation to the purposes, goals, and objectives of this ABE program?** Please consider documented goals and objectives being clearly defined in a statement of purpose and philosophy.

2. **What do you think are the strengths and areas of concern in relation to program planning?** Please consider goals being linked to resources, documentation of program plan, involvement of staff, and evaluation of results.

3. **What do you think are the strengths and areas of concern in relation to the program's administrative procedures?** Consider the personnel and time available for administration as well as the definition of administrative duties.

4. **What do you think are the strengths and areas of concern in relation to the program's building and classroom facilities?** Respond with consideration to suitability for adults, safety, maintenance, and accessibility.

5. **What do you think are the strengths and areas of concern in relation to the content and curriculum of the program?** Consider meeting adult learner needs in a life skills context as well as the organization and flexibility of the curriculum.

6. **What do you think are the strengths and areas of concern in relation to teaching materials and instructional media?** Respond with regard to quantity, quality, and condition of materials as well as the materials' ability to meet learner needs in a life skills context.

7. **What do you think are the strengths and areas of concern in relation to program personnel?** Consider the number and quality of all personnel as well as their qualifications and skills, and the opportunity for staff development.

8. **What do you think are the strengths and areas of concern in relation to the service available for all learners?** Consider recruitment and retention practices, class locations, and course schedules.

9. 10. **What do you think are the strengths and areas of concern in relation to program service for the educationally disadvantaged?** Consider learner gains in target areas, recruitment and retention strategies, number of learners served, contact hours, and volunteer tutors.

11. **What do you think are the strengths and areas of concern in relation to your program's involvement with other agencies?** Respond with regard to sharing information, making referrals, and planning cooperatively.

Program Rating Sheet for Learners

Interviewer: *Please read the introduction and each question to the learner and ask the learner for reasons in each question.*

You are an important part of this program. We want to be able to offer you the best education available. In order to do this, we would like for you to take a few minutes to "grade" us. In the rating scale, you will hear sentences about the program here at _______________ . Please choose the grade you think we should get for that item.

A	B	C	D	F
Excellent	**Good**	**Average**	**Needs Improvement**	**Poor**

After each grade, I will ask you to give your reasons for the grade. Thank you for helping us improve our services.

==

1. (Not applicable)

2. The program asks for student help in its overall planning (e.g., in setting goals, deciding class times and activities, and choosing materials.)

A B C D F

Your reasons ____

____

3. Someone is available to talk with me or others if we have problems with transportation, child care, personal counseling, etc.

A B C D F

Your reasons ____

____

4. The building and classroom are clean, comfortable, and in good shape. It is a good building for adult education classes.

A B C D F

Your reasons ____

____

5. I am learning in this class things I need to know. It is made for adults and is interesting. I use things from it all the time.

A B C D F

Your reasons ____

____

6. My learning materials are good and made for adults. We use plenty of books and other things (kits, computers, tapes). The materials are in good condition.

A B C D F

Your reasons ____

____

7. My teacher is doing a good job. She (or he) spends enough time with me. My teacher helps me when I have a question.

A B C D F

Your reasons ____

____

8. The kinds of classes available meet my needs. My class time is convenient. My classroom is easy to find.

A B C D F

Your reasons ____

____

9. This program helps me improve. I am improving in the areas I think are important.

A B C D F

Your reasons ____

____

10. (Not applicable)

11. The program lets people know about places to get extra help (e.g., child care, transportation, social services, employment, future training, etc.)

A B C D F

Your reasons ____

____

ABE Program Rating Scales

1. Purpose/Philosophy

No written statement of purpose/philosophy Goals & objectives are not **clearly** defined in relation to adult education theory/practice and learner/community needs Personnel have **no** clear/consistent idea of program's goals and objectives		**Brief** written statement of purpose/philosophy Goals & objectives are **moderately clearly** defined in relation to adult education theory/practice and learner/community needs Personnel **have some** clear/consistent idea of program's goals and objectives		**Full** written statement of purpose/philosophy Goals & objectives are **very clearly** defined in relation to adult education theory/practice and learner/community needs Personnel have **very** clear/consistent idea of program's goals and objectives
1	2	3	4	5

2. Program Planning

Goals **unclear & not well** linked to needs & resources Documentation **vague** or too **brief** Involves **no** staff, learners or community agencies Evaluation of results is **not** a part of planning		Goals **fairly clear** and linked to **most** needs & resources Documentation **adequate** in **clarity & detail** Involves **some** staff, **few** learners, & **few** community agencies Evaluation of results **plays some part** in planning		Goals **clear** and **well** linked to needs & resources Documentation **clear, thorough & detailed** Involves **all** staff, **many** learners, & **all** required community agencies Evaluation of results is an **integral** part of planning
1	2	3	4	5

3. Administration

No defined administrative procedures Personnel & time allocated to supervision & management are **far from adequate** Assigned duties with no compensation/direction		Satisfactorily defined administrative procedures Personnel & time allocated to supervision & management are barely **adequate** Assigned duties with **some** compensation/direction		Well defined administrative procedures Personnel & time allocated to supervision & management are **sufficient** Assigned duties with **sufficient** compensation/direction
1	2	3	4	5

4. Building & Classroom Facilities

Inappropriate/not suited to adults Not well-maintained and not safe Not accessible		Moderately appropriate/ suited to adults Moderately maintained and **moderately** safe Moderately accessible		Highly appropriate/suited to adults Well maintained and very safe Highly accessible
1	2	3	4	5

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5. Content and Curriculum

Meet needs of few learners at appropriate level Poor organization & sequence Lack variety, flexibility, & innovation, and life skills applications Not adult-oriented		Meet needs of most learners at appropriate level **Satisfactory** organization & sequence **Moderately** varied, flexible, & innovative, with life skills applications **Moderately** adult-oriented		Meet needs of all learners at appropriate level Well organized & sequenced Highly varied, flexible, & innovative, with life skills applications Highly adult-oriented
1	2	3	4	5

6. Materials and Instructional Media

Inadequate in quantity, quality & variety In **poor** condition & obsolete Address **few** learner needs in life skills context and with multi-sensory approach Not adult-oriented in appearance/scope		**Sufficient** in quantity, quality & variety In **good** condition & mostly up-to-date Address **most** learner needs in life skills context and with multi-sensory approach **Moderately** adult-oriented in appearance /scope		**Abundant** in quantity, quality & variety In **excellent** condition & well up-dated Address **all** learner needs in life skills context and with multi-sensory approach **Highly** adult-oriented in appearance/scope
1	2	3	4	5

7. Program Personnel

Inadequate number & hours of suitably qualified personnel Few are knowledgeable & skillful in identifying & addressing learner needs Little staff development with no overall plan		**Barely adequate** number & hours of suitably qualified personnel Some are knowledgeable & skillful in identifying & addressing learner needs Adequate staff development within a cooperative plan		**Sufficient** number & hours of suitably qualified personnel Most are knowledgeable & skillful in identifying & addressing learner needs Extensive staff development within a cooperative plan.
1	2	3	4	5

8. Provision for All Segments of Population

Service provision is not appropriate to target population levels in district Recruitment & retention strategies are not appropriate to target populations Class locations & schedules are not suited to population needs Enrollment is not well related to target population levels in district		Service provision is mostly appropriate to target population levels in district Recruitment & retention strategies are mostly appropriate to target populations Class locations & schedules are mostly suited to population needs Enrollment is moderately related to target population levels in district		Service provision is very appropriate to target population levels in district Recruitment & retention strategies are very appropriate to target populations Class locations & schedules are well suited to population needs Enrollment is well related to target population levels in district
1	2	3	4	5

9. Provision for Educationally Disadvantaged

Service provision is **not** appropriate to target population levels in district Recruitment & retention strategies are **not** appropriate to this group **Few** learners make measurable gains in goal areas		Service provision is **mostly** appropriate to target population levels in district Recruitment & retention strategies are **mostly** appropriate to this group **Most** learners make measurable gains in goal areas		Service provision is **very** appropriate to target population levels in district Recruitment & retention strategies are **very** appropriate to this group **All** learners make measurable gains in goal areas
1	2	3	4	5

10. Expanding and Improving Services to Educationally Disadvantaged

Program responds **slowly** to new needs Contact hours & number of learners served **not** increased **Few** volunteer tutor hours to meet learner needs		Program responds **satisfactorily** to new needs Contact hours & number of learners served **moderately** increased **Sufficient** volunteer tutor hours to meet learner needs		Program responds **rapidly** to new needs Contact hours & number of learners served **greatly** increased **Abundant** volunteer tutor hours to meet learner needs
1	2	3	4	5

Coordination Commitment

0 – If you do **NONE** of the following
1 – If you do **ONE** of the following
2 – If you do **TWO** or **MORE** of the following

	JTPA/Career Development	Division of Family & Children	Literacy/ Library Coalitions
Networking * share information with the agency * make connections to provide resources * serve on each other's agency boards * provide advice/expertise to each other	0 1 2	0 1 2	0 1 2
Coordinating * both willing to change organizational activities to serve a common purpose * make cross referrals * both streamline entry and evaluation procedures for mutual clients	0 1 2	0 1 2	0 1 2
Cooperating * share responsibility for exchange of information and resources * use each other's advice/expertise * communicate when needed	0 1 2	0 1 2	0 1 2
Collaborating * plan cooperatively to reach common goals * share the risks, responsibilities, and rewards * commit resources: financial, human, and technical * establish formal communications channels	0 1 2	0 1 2	0 1 2
Total			

Adapted from Arthur T. Himmelman (Senior Fellow, Humphrey Institute for Public Affairs at the University of Minnesota), Literacy Kit. Communities Working Collaboratively for a Change, 1990.

Guidelines for Writing Self-Evaluation Report

After gathering the data from both the teachers and the learners, you are now ready to write a self-evaluation report based on the data. The following are some guidelines for writing the report.

The Self-Evaluation Report should include:

1. Overview: including the program's and the director's names, date, procedures carried out, and numbers and spread of teachers and learners.
2. Ratings and Narrative: Ratings given with supporting comments and summary of teacher ratings and learner grades.
3. Coordination commitment: Including ratings for 3 standard agencies, with no more than one page of supporting comments.
4. Director's commendations/recommendations.

The Appendix to the Self-Evaluation Report should include:

1. A summary of teacher responses, with the average ratings calculated.
2. A summary of learner responses, with a table of ratings provided.

DO NOT INCLUDE blank copies of scales, teacher questionnaires, or learner rating sheets.

An example of the Self-Evaluation Report is on the following pages.

Example of Self-Evaluation Report

Adult Basic Education Center
Example Township

Julie Chen, Director

Adult Basic Education Self-Evaluation Report

January 14, 1993

Overview

As a major component of Indiana's Adult Basic Education evaluation process, a Rating Scale was used to collect information about the program from two major sources: learners and teachers. The information includes ratings and comments for eleven aspects of the ABE program. These aspects include:

- Purpose and philosophy
- Program planning
- Administration
- Building and classroom facilities
- Content and curriculum
- Materials and instructional media
- Program personnel
- Provision for all segments of the population
- Provision for educationally disadvantaged
- Expand/improve services to educationally disadvantaged
- Coordination commitment

During the week of November 23, 1992, 20 students enrolled in the program for at least 20 hours and representing each of the 7 classes within the program were interviewed by the program director, who was not involved with the instructional program. The interviewer asked each learner the questions listed on the Program Rating Sheet for Learners and reasons for the ratings the learners gave. While the learners' responses were being collected, nine ABE teachers completed the Program Questionnaire for Teachers and the Rating Scale.

Responses from the learners and the teachers were collated and analyzed. Based on the analysis, the Program Rating Scale was used to determine a rating for each significant area of the ABE program.

The following is a summary of the Program Self-Evaluation results.

RATINGS AND RATIONALE

Section 1 Purpose/Philosophy
Rating: 4

Various interpretations of Question #1 proved confusing for some staff creating many different responses. 3 responses addressed the teacher's specific classroom procedures/objectives as relating to meeting individual learners needs. 3 responses generalized the overall program goals of providing individualized instruction and addressing needs of all types of people. 3 responses indicated they were not aware of having a program statement of purpose and philosophy. One teacher was aware of the written mission statement and one teacher was unable to answer the question at all.

[redacted] meets the major criteria for a rating of 5. We have had a written mission statement with goals and objectives since February 92. This was disseminated and discussed at that time. However, the results of this survey indicate that most staff is not aware of this document and its purpose even though some have a clear understanding of the ABE program's existence and its purpose. Final rating: 4

Section 2 Program Planning
Rating: 4

Most of the teacher responses related to their own classroom curriculum planning to meet the individual students needs and for a specific population served. Most teachers use pre/post testing results to evaluate student gains/progress and adapt curriculum appropriately. Two teachers had no response. 17 out of 20 learners indicated active involvement in their individual curriculum planning.

[redacted] meets all of the criteria in rating 3; however, we do meet some of the criteria in 5 (use of evaluation results, active involvement of students and staff in planning). Because the question was asked in general terms, the reponses were varied and interpreted differently. The teacher responses do not accurately describe their efforts for classroom program planning, much less their perception of overall program planning. Final rating: 4

Section 3 Administration
Rating: 4

None of the teacher responses addressed administrative procedures. 4 reponses indicated a need for additional administrative staff and time. The ABE office is only open after hours to daytime employed teachers upon request to pick up materials. Out-of-town location prevents most staff members from drop-in visits during lunch hours. 6 teachers indicated satisfaction with supervision and management and felt the administration was very supportive. There was one who had no response.

The learners addressed this question as their teacher being the "administrator." We do not have an "office" that is assessible to most ABE students where special questions or concerns can be addressed. Teachers assume the responsibility of "site administrator" and counselor. Learners rated A-13, B-2, C-1, D-0 F-0, NA-4

Section 4 Facilities and Equipment
Rating: 3

Four different sites were represented in the responses from the teachers. Two sites have handicapped accessible entrances and two are not handicapped accessible at all. All but one of the ABE class sites are in accessible locations throughout the community and are offered at different days and times. All sites in general are pleasant and are appropriate for adult education classes. Two teachers indicated that they did not have access to AV equipment and one indicated the need for computer instruction in classes. Two teachers indicated that their site is not condusive to teach hand-on CASAS related concepts (i.e. cooking).

The learners indicated that they thought facilities were clean, comfortable and quiet. One learner indicated his site was cold. A-14, B-4, C-1, D-0, F-1

Section 5 Content and Curriculum
Rating: 5

There were 9 positive teacher responses in regards to content and curriculum. Most teachers felt that the implementation of CASAS and Life Skill curriculm is excellent. Curriculum choices are varied and flexible to meet the individual needs of students. Teachers are comfortable with the quality and variety of materials available. One teacher indicated that she was unaware of Level 1 curriculum (this could be response from a new staff person). Only one response indicated concern for taking time out of class instruction to administer tests.

Learner responses were above average. A-13, B-7. Positive responses included: materials are challenging and interesting, enjoy math, learned alot, work right on course.

Section 6 Materials and Instructional Media
Rating: 4

The instructional materials used in the ABE classes are adult oriented and up-to-date. Teachers are generally satisfied with their materials which was cited as being excellent, geared toward adult learners, readily available, and variety of levels available. However, three teachers indicated that they would like to have enough books to give each student their own copy. One teacher indicated the need for "instructional media".

Learner responses were generally average. A-6, B-6, C-7, D-0, F-1. Two learners would like to learn using computers. Two responses indicated the instructional materials consisting of xeroxed worksheets and the use of the chalkboard. Sometimes books may be checked out for home use.

Section 7 Program Personnel
Rating: 4

The program has a sufficient number and hours of qualified personnel who are caring teachers. Most teacher responses indicated that staff is knowledgeable and capable of identifying student needs. The most concern is in the area of staff development. Responses indicated: helpful for on-site workshops for learning disabled, evening teachers not available to attend daytime workshops, scheduling conflicts with staff development opportunities, need for more opportunities. Two responses were not sure of teacher qualifications to teach ABE.

Learners rated their teachers above average: A-17, B-3. Four learners cited that teachers take time to help each person to explain and understand their assignments.

S-20

Section 8 Provision for all Segments of Population

Rating: 4

The daytime class and ABE office site is the only site that is not accessible to most learners and the enrollment at this site is low. The other class offerings are appropriate to target populations and schedules are well suited to population needs. Student retention has always been a concern and staff has tried new ideas to increase student participation.

Learners reponses were above average for this section:
A-13, B-6, C-1. Locations were accessible and easy to find.

Section 9/Section 10 Provision for Educationally Disadvantaged

Rating: 3

The program responds appropriately to the needs of the educationally disadvantaged in providing accessible class sites and appropriate individualized curriculum. Recruitment strategies are conducted in cooperation with agencies which serve this population. Small group instruction and one-on-one tutoring is implemented to assure learner success. Volunteers are used in many classrooms to assist teachers with tutoring. The implementation of standardized testing procedures enables to track student gains more accurately. Two teachers did not respond and one indicated "not applicable".

Learner responses to program helping them improve:
A-14, B-5, C-0, D-1

Learner responses to tutors are available if needed:
A-11, B-1, C-4, D-1 NA-3

Coordination Commitment

0 – If you do **NONE** of the following
1 – If you do **ONE** of the following
2 – If you do **TWO** or **MORE** of the following

	JTPA/Career Development	Division of Family & Children	Literacy/ Library Coalitions
Networking * share information with the agency * make connections to provide resources * serve on each other's agency boards * provide advice/expertise to each other	0 1 [✓ 2]	0 1 [✓ 2]	0 1 [✓ 2]
Coordinating * both willing to change organizational activities to serve a common purpose * make cross referrals * both streamline entry and evaluation procedures for mutual clients	0 1 [✓ 2]	0 1 [✓ 2]	0 1 [✓ 2]
Cooperating * share responsibility for exchange of information and resources * use each other's advice/expertise * communicate when needed	0 1 [✓ 2]	0 1 [✓ 2]	0 [✓ 1] 2
Collaborating * plan cooperatively to reach common goals * share the risks, responsibilities, and rewards * commit resources: financial, human, and technical * establish formal communications channels	0 1 [✓ 2]	0 [✓ 1] 2	0 [✓ 1] 2
Total	8	7	6

Adapted from Arthur T. Himmelman (Senior Fellow, Humphrey Institute for Public Affairs at the University of Minnesota), Literacy Kit, Communities Working Collaboratively for a Change, 1990.

Section 11: Coordination Commitment — Example

JTPA/Career Development
Rating: 8

Networking: On-going distribution of program publicity, share information on curriculum needs for clients, share information on special program/agency services.

Coordinating: Make cross referrals/assist with student recruitment, share client testing results to avoid duplication, provide student follow-up on progress and attendance.

Cooperating: Joint discussions to establish Educational Development Plans for clients, provide practice GED testing to special JTPA funded program, share advice/expertise on curriculum development for JTPA projects.

Collaborating: Monthly Customer Service Group meetings, set up special ABE class for specific group of dislocated workers, share financial obligations to support on-site baby-sitting services for daytime ABE students.

Division of Family & Children
Rating: 7

Networking: On-going program publicity distribution, serve on Impact Advisory Council, assist with providing baby-sitting/transportation services for shared clients.

Coordinating: Make student cross referrals, share testing information to avoid duplication of services, set up ABE class site in target population area to serve clients.

Cooperating: Formal and informal information sharing at least weekly or as needed, share information to assist clients in attending convenient ABE class sites (free baby-sitting & transportation).

Collaborating: Monthly Customer Service Group meetings to discuss client Educational Development Plans.

Literacy/Library Coalitions
Rating: 6

Networking: Share program information on regular basis, share instructional materials, establish tutoring sites accessible to students.

Coordinating: Arrange for on-site Family Literacy Workshops at convenience of ABE programming, make student cross-referrals.

Cooperating: Establish tutoring sites in accessible locations for students.

Collaborating: Share expertise in grant writing to secure funding for volunteer tutoring program.

Director's Commendations/Recommendations

Overall reaction to program self-evaluation is positive.
Enables director to determine areas of concern and discuss them with staff.

Purpose/Philosophy

* Need for dissemination of local mission statement of philosophy, goals and objectives more often
* Need to share mission with new staff and discuss overall program philosophy
* Help staff to understand difference between program goals and objectives program wide, classroom, and student

Program Planning

* Help staff distinguish between program planning as a whole and individual class program planning
* Provide a better understanding of ABE program planning and the involvement of community agencies
* Stress the importance of evaluation to determine student progress and the need for more accurate documentation from teachers

Administration

* Director needs to provide a monthly update of admin. activities to inform the staff of recruitment efforts, community involvement activities with agencies, statistical data on student attendance, enrollments/registrations
* Provide job descriptions of administrative staff and teaching staff by class type
* Survey teaching staff to determine if daytime teachers would come to ABE office for assistance if coordinator rearranged work hours to cover late afternoons

Building and Classroom Facilities

* School Board Administration is aware of the negative community impact the relocation of the daytime ABE classes and office has had this year. Plans for relocation are in the process of being determined for the next program year. Administration has a strong commitment to insure the ongoing success of the local ABE program.
* Most facilities that house ABE classes are handicapped accessible. Main site had plans to renovate to accommodate the handicapped but plans for future use of this building have changed and no renovation will be taking place. The two public school buildings used in the evening are handicapped accessible, special entrance must be requested.
* Equipment concerns are legitimate. There are no funds or resources to provide computer assisted instruction for any ABE class at this time. Some building sites do not have access for special AV equipment. However, no teacher has made a request for AV equipment and been turned down.

Content and Curriculum

* Need for group discussion of level one staff to provide information about the availability of level one instructional materials

Materials and Instructional Media

- Discuss at next staff meeting why books cannot be provided free to all students and to share information on how to lobby for increased funding through the state legislature

Program Personnel

- Outline opportunities for staff development .
- Discuss with admin. staff on how ABE teachers can be released from daytime duties to attend

Provision for All Segments of Population

- Staff is aware of site relocation, more information will be shared with all staff as soon as director is informed
- Need for more/continued discussion on ways to improve student retention

Provision for Educationally Disadvantaged

- Staff not completely aware of why class sites are where they are
- Need for staff awareness of recruitment activities by admin. staff

Provision for Expanding and Improving Services to Educationally Disadvantaged

- Need to go over procedure to secure volunteer tutors in classrooms

Coordination Commitment

- Only main site teaching staff aware of community agency involvement

PROGRAM QUESTIONNAIRE FOR TEACHERS - EVALUATION FALL 92
SUMMARY RESULTS

1. What do you consider to be the strengths and areas of concern in relation to the purposes, goals, and objectives of this ABE program?

While I realize the final goal for GED, I still am not sure as to the philosophy of the stated objectives.

Lab classes are individualized to meet the unique styles of learning. Multi-sensory techniques are utilized to assist the student in achieving their short term objectives and ultimately their long term goals. Utilizing the TABE for assessment gives the information that is necessary. The CASAS is redundant and takes up too much class time.

Unable to answer.

Students are given positive attitude about program and can achieve goals. The students are made to feel important not ashamed. The program reaches out to all types of people (i.e. pregnant teens, prisoners, institutionalized people, etc.)

The strengths of our ABE program are individualized instruction and established rapport between students and teachers. Areas of concern are student retention. Many students never attend long enough to get enrolled. A plan to follow-up absences would encourage these students to stay in class longer.

Some of our goals are a little vague and difficult to document. They are often hard to measure objectively. We do have well defined purposes and procedures.

We have a mission statement. I feel certain the experienced (full time) daytime teachers are very much aware of goals of meeting individual needs, etc. It is an "impression" that part-time--nighttime teachers have ABE as a "second job" and are not as knowledgeable or as in depth with the overall program.

Our books are designed for conversational skills to enable students of foreign cultures to perform daily survival skills.

The teachers are allowed to instruct their students based on their individual needs. We have the opportunity in assisting them in achieving personal objectives/goals. Goals and objectives for level one folks are basically not available and the teacher makes the decision as to what is most important to teach which may be good and bad at times.

Not sure whether these are specifically recorded and available to all involved.

Goals seem clear but am not aware of specific statement of purpose and philosophy.

2. What are the strengths and your concerns in terms of program planning?

Programs like CASAS are integrating life skills and academic with staff support and communication with each other.

Results will be discussed after more testing is completed to help evaluate our program.

Program planning for instruction is done on teacher's own time. Inservice sessions are beneficial. Staff involvement in the federal evaluation is mandatory as is the student involvement--and has had a marked impact on the retention rate especially in the night lab. Student results continue to improve for the ones who continue to attend.

No answer.

Program reaches many people and involves staff in different ways. Program provides an opportunity for all walks of life. So much planning has been considered.

No answer.

Our program is well planned and we are working on new methods of evaluation.

I assume classroom structure is characteristically individualistic by site and instructor which is fine as long as the "program plan" is kept in mind. Some of us look at ABE as a career and some as a 2nd job-extra pay.

It is difficult to do any program planning since, by the nature of the ESL program, each student requires some individualized instruction.

Program planning is sometimes difficult for Level one folks because we do not have the needed resources to draw from for that particular level simply because there's basically no such materials/resources available anywhere.

State level documentation is difficult to track with the open enrollment policy.

Seems competent. Not much inter-staff planning.

3. What are the strengths and concern areas of the program's administrative procedures?

Since I am new to the program, I still feel I'm learning all the various duties and responsibilities that Cheryl does. She is extremely supportive in trying to help.

Administration has been supportive and enthusiastic.

No answer.

Any problems that arise are taken care of immediately. If need info just asked and received answer. Willingness to help in whatever way can.

The director needs an accountant or budget administrator to help with the various accounts. This would free her to do grant writing, recruiting teachers, and advertising.

More paid time should be made available to our administrator and staff. She is given too much to do within her time limits, and ends up putting in a lot of free time.

Our director is the greatest! We are not unduly burdened with too many staff meetings or paperwork.

We have no concerns. We always have regular staff meetings. We are always well informed about any matter concerning our program.

I have no idea what the administrative duties are in terms of relationship with personnel/teachers. It is difficult for those of us with day jobs to get messages to administration quickly (same day) at times due to lack of access to phone, etc. No fault of administration, however, just logistics ad type teachers/personnel available for evening classes. It's also difficult for day time teachers to make connections to ABE office and materials when office is closed by 3:00.

Administration is very cooperative and always available to answer questions, deal with concerns or provide resources when needed.

Not a lot of time alloted for administrative duties although this is not a serious concern.

4. What do you consider to be the strengths and areas of concern of the program's facilities and equipment?

My building works well for any person handicapped or not with a ramp easily used. Restrooms are also adapted for the handicapped. My ramp does need to have strips to prevent slipping and that concern is being looked into.

PV is not accessible to walkers and there is no public transportation to the facility. This has affected the day program, but it doesn't seem to have an effect on the evening class. Also, the building houses behavior management classes for difficult adolescents during the day which is not appealing to adults.

location, safety are positive; facility does not have setting to teach CASAS concepts in appropriate realistic manner (i.e. real stove, etc.)

Facilities are super, accessible to everyone, centrally located, well lit, spacious room, phone in room and pleasant surroundings.

The biggest concern is location. We need to be more centrally located. Our facility itself is great.

The facility has adequate space and storage. The location of not being downtown and no bus has caused many students to be unable to attend class.

Of course PV is inaccessible for many would-be students. It would be great to have one nighttime site with complete coordination of materials. There could be better equipment especially computers for student use and programs.

The learning materials are appropriate for adult learners.

Suitability to adults whether it be Level one or higher, I would suspect is very difficult to keep other than juvenile at the ready level most of the folks are at. There is not much of a selection, no fault of ABE. We are limited as for as the way in which we can present material because we do not have access to various A.V. equipment and other materials in our buildings/sites.

I feel that it's essential that transportation be better provided for students attending P.V. program. Individual school sites will provide areas and AV equipment necessary if requested.

Facilities and equipment are fine except may not be completely handicapped accessible.

5-29

5. What do you regard as the strengths and concern areas of the content and curriculum of the program?

Life skills are important part of curriculum. Reading and math skills important to function in everyday life (read paper, take meds. total menu).

individualized curriculum - positive

Adults think in grade levels because of their past experience. The TABE provides this information. Using a variety of adult learning materials, one on one tutoring; small group instruction, large group discussions; peer tutoring facilitates the learning process. Also, videos and films stimulate learning. Life skills are discussed as the application of learned skills "the why do I need to know this" answer.

Each daily lesson life skills are easily integrated from math to reading with students discussing how it applies to their own life.

I think it is in good shape and improving at the PV daytime site. It's easy to find materials for different levels and centered around adult readings and life skills.

The curriculum is excellent in meeting the learners academic and life skills needs. Most of the instruction is focused on the individual students needs.

With the addition of CASAS to our program, our content is excellent.

Our program adequately meets the needs of the learner in a life skills content. However, when a member of the staff administers an ESL Appraisal, it takes time away from the other member in his/her group.

There is no curriculum for ABE-Level one that I'm aware of.

I feel the program is very flexible in helping people on an individual basis. There is opportunities for success for all levels of learners.

INPACE program is excellent concept. Needs to be explained further.

6. What are the strengths and your concerns about teaching materials and instructional media?

Material and books are a priority and much needed. Since there is such a wide variety of scholastic levels and different styles of learners having something beside a work sheet would be of benefit.

I am satisfied with the materials I have selected. I only wish I had more copies to go around. I feel adults should be able to work on materials at home in their leisure.

accessibility; limited funds; no copy machine, computer, etc. available on site

Materials have been there when needed. Students seem to enjoy materials and take pride in achieving a new level.

We have excellent materials. A definite improvement would be to have enough money to provide all students with take-home books.

Materials are excellent, with various subjects, levels, and life skills. All materials are geared toward the adult learner.

Meeting learner needs/levels is adequate at PV site. Night classes seem to stress math and English. Without books for students-or is it always necessary?

Our books are conversational oriented. Thus, the books are well suited for ESL students with an emphasis on life skills.

We do not have the facilities available to teach the types of life skill materials Level 1 students need and as stated in #4 we do not have much instructional media availability.

Materials or funding for more appropriate materials are readily available. There is an opportunity to individualize materials and support is available to assist in this process.

Multitude of materials are available but could use materials at the furthest end of spectrum.

7. Please discuss the strengths and areas of concern with regard to program personnel.

Ample, quality people to meet students needs. Freedom to ask for new ways to help students. Teachers willing to share ideas with co-workers.

Most of our staff has a background in Special Education or skills in working with at-risk students. The number of staff is adequate. Staff development has been handled responsibly.

Since I work alone this is difficult to answer on personnel. I recently attended the CASAS workshop and information on others have been sent.

Excellent and caring.

Our personnel is professional and enthusiastic. It might be helpful if workshops could be provided here in Richmond for staff development in adult education and teaching the learning disabled. Post-graduate credit??

All personnel are adequately trained with various degrees and years of experience. The daytime staff has many more opportunities to attend workshops than the evening teachers. The entire staff have few chances to meet together because of the teacher's union.

I'm not really aware of the qualifications of the other staff members. Experience in the program is the important factor.

All personnel are of excellent quality.

Program personnel appears to be sufficient. I'm unsure of what is required as far as qualifications and skills. Staff development is difficult when so many different schedules are involved.

I feel there should be more staff development opportunities. There should be in-service training for management of classroom, different teaching strategies and particularly in GED, what are the key areas of instruction required to pass the test.

Personnel has proper qualifications but could use further in-services in adapting materials to handicapped.

8. What are the strengths and concerns regarding the service available for all learners?

Positive.

Class location is convenient to this area. Course schedules were set to correspond with children in school yet more time may be needed to increase from 4 to 6 (hrs.). This is to be evaluated first.

Schedules are developed to meet students needs. Retention is excellent with moderate testing. (Not minimal or excessive). Students like to be able to identify with their strengths and weaknesses. Location is adequate for night labs.

Programs are available to all types of life (prisoners, institutionalized individuals, factory workers, etc.). Classes are available different times o day to accommodate individual schedules.

We need: transportation to PV, child care for all classes, paid attendance?. Retention practices are improving. Recruitment is working well.

More referrals would help. Transportation for daytime (however, that might eliminate Vaile). It would be helpful to assign or commit students to specified days only so it would be possible to organize specified curriculum days. Ex: Mon. math & math life skill only; Tues. Eng. & Eng. life skill only. Either repeat for Wed. & Thurs. or have Wed. ant Thurs. specified subjects. But this can't be done with students coming at will on any of 4 days on an irregular routine.

Recruitment practices are adequate but student retention is a problem because of transportation and family issues. Most class locations and course schedules seem sufficient.

The class location is accessible and the class schedules are at appropriate times. However, we offer ESL courses for adults, but offer nothing for their children.

As for a Level 1 is concerned recruitment, retention, class locale and course schedules are sufficient.

There is advantages for all area students regardless of ability or location. We have many sites at different times in order for them to pick the most convenient to them. I do feel that a more specialized system should be developed. Some sites should be GED only or ABE only so that grade level requirements are requested for specific sites.

Seems to be adequate.

9. 10. What are the strengths and areas of concern involving program service for the educationally disadvantaged?

Programs are provided for ed. disadvantages. Many learners are served and enjoy opportunity to learn. Volunteer tutors provide more students the opportunity and put in several hours a week.

The educationally disadvantaged needs a small group setting. They tend to get lost in the larger labs. Volunteers are necessary to assure on target skill development and motivation. I have 3 in a lab of 30+.

Tutors have been terrific in helping those at low reading skills. Students are gain in their academic skills but I do think more hours offered would help keep them motivated.

Positive.

No answer.

No answer.

Recruitment and retention are good. Number of learners and contact hours are excellent. We are just beginning to work on measuring learner gains.

Not applicable.

Maintaining skills should probably be the focus and is just that most of the time. Whatever gains are based on individual rate.

It is difficult at some sites to give everyone what they need when there is such a wide range of ability levels.

Need addition staff as the skills of program students get lower and lower. One person cannot adequately serve ten severely disabled.

11. Discuss the strengths and concerns regarding your program's involvement with other agencies.

Positive.

Students that do work have agencies that have been cooperative. I haven't experienced any problems.

Administration has excellent bridges built between continuing education facilities, businesses, support groups, etc.

Info is shared and provided by other personnel on campus to provide overall plan for students. Students can be referred by ward, doctor, social worker or anyone.

This is one of our strongest areas. It would be nice to be given more credit for what we do by some of the other agencies.

There isn't time for in depth involvement or planning with other agencies. What planning time we have goes into our own students or our own program as a whole.

No answer.

We don't work with other agencies other than the Tutorial Program that is sponsored by Earlham.

At one time the group homes would come in and ask for info on a student that night without giving the teachers prior notice. They wanted something ASAP. That has not happened this year.

I feel that we attempt to cooperate with all agencies who have clients involved in the program. The outside agencies should be required to contact on-site instructor in regard to regs for their clients. They should also make available a list of clients involved and their requirements.

Doesn't seem applicable.

2. The program asks for student help in its planning.

A-9 B-8 C-2 D-1 F-0

Reasons:
No one has asked for anything. I would like to help others if I can.

In all classes I like the help I get and it's nice.

Because the teachers are willing to take their own time to help us learn.

He asks us if there are certain things we would like to do.

I have been asked if there is a special area I think I need more help in.

I will do my best to help in anyway I can.

I think it's good because it really helps the school.

Teachers ask what we think we need the most help in then concentrate on these problem areas.

"Like if to hard or back sept stuff that you having problem in."

3. I can go to the office to talk to someone if I have a special question or concern.

A-13 B-2 C-1 D-0 F-0 N/A-4

Reasons:
If I don't understand something they will go over it again until I understand it.

If I don't understand, the teachers work with me until I do.

It's nice to know that someone can answer me.

No answer.

N/A

5-36

We don't need to go to the office because he is always willing to answer all questions or concerns.

N/A

They always help. They are nice people.

No answer.

They are very helpful in just about any question.

The program has its doors open for any question.

4. The building is clean, comfortable, and in good shape. It is a good building for adult education classes.

A-14 B-4 C-1 D-0 F-1

Reasons:
Cold.

The school is clean and comfortable.

I think anyone who does not have a diploma needs to come here or to refresh, it is a very nice place. I learn more here than I have in years. Good job, keep up the nice work.

I always feel relaxed when I come in.

Yes it's usually clean and it's comfortable and very suitable for adult education.

Always seems clean. Classes work out fine.

The building is in very good shape.

Building seems to be very clean and sound.

You don't have a lot of noise around you.

5. My course of study teaches me the things I need to know. It is made for adults and is interesting.

A-13 B-7 C-0 D-0 F-0

Reasons:
The course of study is to prepare for a GED exam. So far, right on course.

It is a challenge and interesting.

Because it will help me more on getting a good job.

Yes it is interesting and I am learning and I enjoy the math class very much.

They take time to explain thing if we don't understand.

I have learned a lot and want more to learn and re-learn.

The only complaint is the bus system doesn't have enough buses for all of the students.

6. My learning materials are good and made for adults. There are plenty of books and other things (kits, computers, tapes) for everyone. The materials are in good condition.

A-6 B-6 C-7 D-0 F-1

Reasons:
Haven't seen any.

I would not mind to learn some things on computers.

We get homework to help us out. If we get it wrong, they sit down and help us.

We were lent a math and english books to help us continue at home.

I think they need computers.

Most materials are photocopy or copied from the blackboard.

We don't use books or other stuff like that. We use the chalkboard. It's in good condition.

But it would help if books could be taken home.

7. My teacher is doing a good job. She (or he) spends enough time with me. My teacher helps me when I have a question.

A-17 B-3 C-0 D-0 F-0

Reasons:
They do what they're supposed to do. They take time out for everyone.

Both teachers I have spends quality time with each person.

The teacher spends time with me alone if it is needed.

Always asks if we are sure we know how to do what we're working on . Really explains.

I have never asked a question that didn't get answered and I think he does a very good job.

There always are willing to help.

All of the teachers have been a great help. Wonderful, keep up the good work.

8. The kinds of classes available meet my needs. My class time is convenient. My classroom is easy to find.

A-13 B-6 C-1 D-0 F-0

Reasons:
I'm learning stuff I think I need to know.

I work a very odd shift. The time could be earlier.

The things I need help in on the most, they help me.

Like it very much. It is very easy to find.

Straight up and down.

9. This program helps me improve. I am improving in the areas I think are important.

A-14 B-5 C-0 D-1 F-0

Reasons:
In Math, English and Writing I'm doing better than I ever did in school.
They need to come in more often in the afternoon classes to see if he or she needs help.

I am becoming very confident in myself.

It's things a person needs to know.

I have learned quite a bit and I am sure I will continue to do so with the teachers help.

I'm learning more in math.

10. Tutors are available if I need them.

A-10 B-4 C-0 D-1 F-0 N/A-5

Reasons:
They sit down and help and talk to you one-on-one if needed.

They have none.

Just go to them after class.

Don't know, like to look into it.

11. The school works with other agencies to give me extra help if I need it.

A-11 B-1 C-4 D-1 F-0 N/A-3

Reasons:
Yes if I ask they do help.

I don't think they do that here.

I am greatful for all of the help that they give me. They don't treat me like I'm stupid like I thought I was.

Appendix to Program Self-Evaluation

Appendix to Program Self-Evaluation

Letter to Directors - s

Agenda - s

Running Order - s

(date)

Dear

Phase Three of the ABE evaluation:
Program Self-Evaluation

Now that the trainee provider/evaluators from your program are launched into their part of the evaluation process, it is time for the program directors to come together to learn about the self-evaluation rating scales that you will be using to assess aspects of your program's operation other than learner achievement.

Please find enclosed an agenda for the workshop, which takes place at the (location) on

(date).

Part of the self-evaluation process involves a visit from state department staff once you have completed the rating scales, so please bring your calendars to the meeting.

Sincerely yours,

Evaluating Indiana ABE Programs

Self-Evaluation Workshop for Phase Three

(date) (start and finish times)

(location)

AGENDA

1. Introduction, Outline of Evaluation Procedures

2. Program Self-Evaluation Process

3. Timetable for Site Visits

Running Order - s

Evaluation of ABE Programs: Phase Three

Self-Evaluation Workshop - Running Order

(Used by Workshop Facilitators)

1. Introductions, Background, Procedures	10:00
2. Details of Teacher Questionnaire, Learner Rating Sheet, Rating Scales	11:00
Lunch	12:00
3. Self-Evaluation Report: Guidelines and Examples	1:15
4. Dates for Site Visits	2:15
	2:30

Workshop I

Workshop I: Formative and Summative Evaluation

Data Gathering: Pack for Additional Program Personnel

Appendix to Workshop I

Workshop I: Formative and Summative Evaluation

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Introduction to Workshop I

This workshop provides guidelines for use in conducting the evaluation of an Adult Basic Education program. It includes:

Evaluation Guidelines

This section consists of a job aid that describes the guidelines for conducting the evaluation. Your roles in the evaluation are outlined here.

Program Assessment: General

The general program assessment describes two types of evaluation and outlines the steps required to evaluate your ABE program. It also includes questions you will use in interviewing program directors, instructors and learners.

Program Assessment: Learner Achievement

This section describes the indicators that you will use to assess the level of improvement of learners in your program. These indicators are in two sets: one for ABE/GED learners and one for ESL learners. Since you will be gathering data with the help of additional program personnel, you will also receive a separate "Data Gatherers Pack." This packet contains both sets of indicators and an introductory page that describes their roles as they assist with gathering data.

Evaluation Guidelines

Overview

By 1995 the federal government will require 80% of literacy programs to be evaluated. Indiana has initiated a project designed to train teachers to evaluate their own and each other's programs. This job aid provides you with a general picture of the roles you will play in the project, the tasks you need to perform while evaluating programs, and the types of on-going communication to be used.

Your roles:

- users
- evaluators
- program experts

Skills needed:

- gathering data
- interviewing
- providing feedback
- tracking problems and progress
- analyzing data
- writing reports

On-going communication

Regular mutual feedback to:

- design instruments
- analyze information
- write reports

How:

- telephone
- fax
- visit

Program Assessment: General

Types of Evaluation

Formative Evaluation (How is the program working?)
Summative Evaluation (Were the goals accomplished?)

Guidelines for Formative Interviews

Formative Interview for Providers

Formative Interview for Learners

Types of Evaluation

The two types of evaluation that you will conduct are referred to as **formative** and **summative**. The purpose of formative evaluation is to learn how the program is working. As part of this evaluation, you will gather information to provide advice and recommend changes to program providers. Conversely, summative evaluation measures the effectiveness of a program in improving learners' skills. During summative evaluation you will use instruments that measure learner performance both before and after the program. The results of these pre- and post-indicators will be compared to determine whether the program's goals were met.

Steps of Evaluation

- Gather pre-data on learners (to be used in summative evaluation).
- Visit sites to interview the director, instructors and learners (formative evaluation).
- Analyze interview data and provide advice to the director (formative evaluation).
- Visit sites to observe instruction and monitor data collection (summative evaluation).
- Collect post-data on learners (summative evaluation).
- Analyze data and write up summative evaluation report.

Formative Evaluation

The purpose of formative evaluation is to gather and analyze information about a program, so that the director can be advised of problems that may interfere with the smooth functioning of the program. During formative evaluation, you will gather information through interviews with the program director, and with a sample of teachers and learners.

These participants are asked about the program's:

- goals
- resources
- instructional process, and
- impact.

Later analysis of responses can reveal areas of agreement or discrepancy among the views of providers and learners. Your analysis may also reveal whether there are sufficient resources to meet the program's stated goals. The results of these formative interviews will be summarized in the **Formative Report**. Early warning about such problem areas can allow program directors to adapt their programs.

Summative Evaluation

Summative evaluation assesses how effectively a program's goals were accomplished. To assess program effectiveness, you will utilize several pre- and post-test indicators that measure learner performance. In the final stages of the evaluation, you will also report on the areas and extent of the gains learners have made in the **Summative Report**.

Improvement in learner attitudes, practices and skills will be measured by:

- tests
- questionnaires
- interviews, and
- teacher assessments.

Guidelines for Formative Interviews

The two sets of interview questions on the following pages are to be used with program providers and learners. At your paired program, you will be interviewing:

- the director;
- four instructors involved in the summative evaluation;
- eight learners involved in the summative evaluation (two taught by each of the four instructors).

The interview questions are intended to reveal areas of agreement and/or discrepancies among directors', instructors' and learners' views of what the program should accomplish. They should also show whether there is a match between goals on the one hand, and resources, methods and results on the other. The rationale for questions about program goals, resources, instructional process and impact are discussed below.

Goals

Program providers and learners are each asked two key questions:

- what do you believe are the program's goals;
- what should the instructor be doing.

Their responses may reveal differing views about the perceived goals of the program.

Resources

Here, providers are asked about:

- their assessment of the materials and facilities;
- their experience as it relates to their job;
- how in-class and out-of-class learner time should be spent;
- materials used for diagnosing and testing learner abilities;
- how records are kept and used.

Learners are asked about:

- their assessment of the materials and facilities;
- the effectiveness of the instructor.

Responses here may reveal a mismatch between goals and resources.

Instructional Process

To learn what takes place during the process of instruction, instructors are asked:

- how learner time was spent during their last class period.

Learners are asked:

- how they spent their time last class period.

The process of learning in the classroom ought to match program goals. These questions are intended to uncover areas of agreement and/or discrepancy between instructors' views of what should take place in the classroom and actual classroom events.

Impact

To determine the impact of the program, providers are asked:

- how they can tell when they are achieving program goals;
- how they know when the learner has mastered the objectives of the instruction.

Learners are asked:

- how they know when they are learning what they should;
- how much they have learned so far.

Just as the program resources and learning process should match program goals, the final impact on the learners (i.e., the results of the instruction) ought to match the program goals.

Conducting Interviews

Schedule adequate time for each interview (about 30 minutes), and ensure that you are in a quiet place without distractions.

Explain the general purpose of the interview to the interviewee:

- finding out their views about the program's goals and operation.

If the interviewee's response to a question is very general or non-specific, ask for more details or examples. For example, for the first question in the "Goals" section, a response of "We prepare learners for the future" could be followed up with a request for greater detail. Note that in several questions, key points that you should listen for are listed on the interview forms, and a prompt to ask for examples is sometimes included.

Optional Additions to the Interview Process

Extra questions may add to your knowledge of a program's operation. For example, you could ask:

1. How could this program be improved?
2. How do management policies affect the way you do your job?
3. What obstacles keep you from fulfilling your mission as you would like to?

De-briefing meetings with all your interviewees may allow you to clarify statements made during the interviews. You may wish to meet with them at the end of the site visit to check back, for example, on areas neglected by some interviewees. In addition, after you have written a draft of your Formative Report, a meeting with the interviewees could allow you to sort out areas of real disagreement from those not adequately addressed by all in their interviews.

FORMATIVE INTERVIEW - PROVIDERS

Interviewee ____________________ Role ________________________

Date __________________________ Interviewer ________________

Goals

1. What do you consider to be the main purposes, goals and objectives of the program?
   (Interviewer: If several goals mentioned, ask for priority rankings.)

2. Given the situation you find yourself in, what do you think are the most important things for an instructor to be doing?

Resources

1. What is your assessment of the facilities here?
   (Interviewer: space, suitability, access to materials, storage)

2. What materials are available in this class? What do you think of them?
(Interviewer: e.g., books, computers, etc. Adequate, accessible, adult-oriented.)
(Prompt: Can you give me any more examples?)

3. What training and experience do you have related to this job?
(Interviewer: formal training [degrees, licenses], informal training and years of experience.)

4. What percentage of the learners' time in class should be spent on each of the following activities?
% Listening % Speaking % Reading % Writing
(Interviewer: Ask the interviewee to focus on each of the above learner activities, not teacher activities.)

5. How should out-of-class learner time be spent?

6. What materials are used for diagnosing and testing learner abilities?

7. How are records kept and what use is made of records?

Instructional Process (Instructors only)

1. Please describe how the learners spent their time in your class last period.
   (Interviewer: Ask for estimates of learner time on listening, speaking, reading, writing, and on individual and group work.)

Impact

1. How do you tell when you are achieving program goals?
   (Interviewer prompt: Can you give me any more examples?)

2. How do you know when a learner has mastered the objectives of the instruction?
   (Interviewer: This may overlap with Question 1 or may produce more information.)

That's the last question. Is there anything else you would like to add before we close?

FORMATIVE INTERVIEW - LEARNERS

Interviewee ____________________ Role ______________________

Date __________________________ Interviewer _________________

Goals

1. What do you consider to be the main purposes, goals and objectives of the program?
   (Interviewer: If several goals mentioned, ask for priority rankings.)

2. What do you think are the most important things for an instructor to be doing?

Resources

1. What is your assessment of the facilities here?
   (Interviewer: space, ability to concentrate, access to materials, refreshments)

2. What materials are used in your class? What do you think of them?
(Interviewer: e.g., books, computers, etc.
Interviewer prompt: Can you give me any more examples?)

3. How effective is your instructor and why do you think so?

Instructional Process

1. Please describe how you spent your time last class period.
(Interviewer: Get a rough sense of time for major activities.)

Impact

1. How do you tell when you are learning what you should?
   (Interviewer prompt: Any other ways?)

2. How much have you learned so far?
   (Interviewer prompt: Can you give me any other examples?)

That's the last question. Is there anything else you'd like to add before we close?

Program Assessment: Learner Achievement

Shared Indicators (measures used by all programs)

- ABE/GED Indicators
- ESL Indicators

Guidelines for Conducting Learner Interviews

- Example of Interview and Notes
- ABE Interview Guidelines - Process and Ability

Guidelines for Rating Adult Learning Plans

Reporting on Additional Indicators

Doing Interviews and Ratings

- Set of ABE/GED Indicators
  - Learner Questionnaire - Learner Practices
    - Family Practices
  - Learner Interview - Learner Practices
    - Process and Ability
    - Literacy Beliefs
    - Literacy Plans
- Set of ESL Indicators
  - Learner Questionnaire - Learner Practices
    - Family Practices
  - Learner Interview - Learner Practices
    - Literacy Beliefs
    - Literacy Plans
  - Benchmarks - Beginner Level
    - Intermediate Level

ABE/GED Indicators

The following measures of learner achievement will be used by all programs and for all ABE/GED learners. Items 1 and 2 will be administered as pre-tests and post-tests. The learner should have completed 40-50 instructional hours between pre- and post-testing. Choose learners who will reach this number of hours in at least 5 to 6 weeks, since they will be taking the same set of tests, pre and post. Apart from this, learners chosen should be representative of classes and sites at the program.

1. Learner Questionnaire: learner practices and family literacy. These questions could be read to learners who are unable to read them for themselves.

2. ABE/GED Learner Interview: learner practices, process and ability, beliefs and plans.

3. Ratings for completion of individual goals: program teachers will assess the goals set up with each learner in the Adult Learning Plan. The goals will be assessed as "not reached," "reached," or "exceeded."

Toward the end of the evaluation, pre- and post-test scores will be compared to assess the extent to which learners have made gains in practices, process and ability, beliefs and plans concerning literacy. Comparisons will only be valid, however, if pre- and post-tests are administered in exactly the same manner, and complete data is gathered for 30 or more learners. Thus, for the program evaluation to have any validity, it is essential that:

- each learner be given the pre-test and post-test with exactly the same set of indicators, conducted in exactly the same way;
- complete data is gathered on at least 30 ABE/GED learners in your program.

ESL Indicators

The following measures of learner achievement will be used by all programs and for all ESL learners. Items 1, 2 and 4 will be administered as pre-tests and post-tests. The learner should have completed 40-50 instructional hours between pre- and post-testing. Choose learners who will reach this number of hours in at least 5 to 6 weeks, since they will be taking the same set of tests, pre and post. Apart from this, learners chosen should be representative of classes and sites at the program.

1. Learner Questionnaire: learner practices and family literacy.
   These questions could be read to learners who are unable to read them for themselves.

2. ESL Learner Interview: learner practices, beliefs and plans.

3. Ratings for completion of individual goals: program teachers will assess the goals set up with each learner in the Adult Learning Plan. The goals will be assessed as "not reached," "reached," or "exceeded."

4. ESL Benchmarks: Beginner or Intermediate.
   Please complete the ESL Benchmarks for beginning learners even if they achieve very low scores on the pre-test. These scores will be compared to post-test scores after 40-50 hours of instruction to determine the level of improvement in the ability to use English.

Toward the end of the evaluation, pre- and post-test scores will be compared to assess the extent to which learners have made gains in practices, ability, beliefs and plans concerning literacy. Comparisons will only be valid, however, if pre- and post-tests are administered in exactly the same manner, and complete data is gathered for 30 or more learners. Thus, for the program evaluation to have any validity, it is essential that:

- each learner be given the pre-test and post-test with exactly the same set of indicators, conducted in exactly the same way;
- complete data is gathered on at least 30 ESL learners in your program.

Guidelines for Conducting Learner Interviews

Interviews are particularly effective ways to note changes in learner lifestyles, beliefs and applications in relation to literacy. The learner interviews address learners':

- practices,
- process and ability (ABE/GED only),
- beliefs, and
- plans

related to literacy activities. Appropriate skills in how to ask questions and give prompts are required to elicit acceptable responses from the participants. It is also important to take detailed notes, since another teacher will be using your notes to score the learners' responses during a later part of the evaluation. Here are some points to keep in mind.

Instructions

- Read each question clearly.
- Repeat questions if necessary.
- Make notes on the responses in as much detail as possible (e.g., include frequency of reading/writing, exact types of materials, etc., if the learner mentions such information).
- Share exactly what you have written to confirm answers and make any necessary corrections.

Prompting

Prompting is used when learners stop after a single response. For example, when the learners are asked what sorts of things they read and write in a normal week (as in the "Practices" section), you should use the prompt provided on the form to elicit examples.

- Read the question to the learner, and record the response in detail (e.g., write down the type or title of magazine, if the learner mentions one).
- Wait until the learner responds, and then read the prompt (e.g., "Can you give me more examples?).
- Continue to repeat the prompt and record each response until the learner can't think of any more examples.

- Avoid over-guidance (e.g., hints directly relevant to the answer) and suggesting possible responses.
- Avoid personal interpretation and comments (e.g., don't respond with "Good!" or other encouraging expressions when the learner gives a detailed answer).
- Keep a neutral tone.

Learner difficulties

The interviews must be attempted with all learners. If an interviewee has difficulties (e.g., an ABE low-level reader with the newspaper article), stop that one section and move on to the next section. Record your reason for an incomplete section on the interview form.

In the post-test, repeat this process of starting each section, and stop that section only if absolutely necessary.

On the next two pages are an example of the notes you should take during the learner interview, and guidelines for conducting the "Process and Ability" portion of the interview with ABE learners.

Example of Interview and Notes

The example below illustrates the proper method for conducting the learner interview. As you read over the script, notice that the interviewer:

- repeats the question when the learner doesn't understand;
- waits to read the prompt until the learner pauses;
- continues to repeat the prompt until the learner can't think of any more answers;
- writes notes that are complete and accurate;
- remains neutral, avoiding hints or encouragement; and
- confirms notes with the learner, correcting any mistakes.

Learner Interview - Practices

I = Interviewer; L = Learner

I: Tell me the sorts of things you read and write in a normal week.

L: I didn't get the question.

I: Tell me the sorts of things you read and write in a normal week.

L: Newspaper on weekends, write letters weekly. (Pauses.)

Interviewer's notes:
Read newspaper on weekends, write letters sometimes

I: Can you give me any more examples?

L: Magazine -- Reader's Digest. (Pauses.)

Interviewer's notes:
Read newspaper on weekends, write letters sometimes
Read Reader's Digest.

I: Can you give me any more examples?

L: No, that's it.

I: Thank you. I have written down: read newspaper on weekends, write letters sometimes, read the Reader's Digest. Is that right?

L: No. I write letters every week.

I: O.K. I've got that now, you write letters every week.

Interviewer's notes:
Read newspaper on weekends, write letters weekly ~~sometime~~
Read Reader's Digest

BEST COPY AVAILABLE

ABE Interview Guidelines - Process and Ability

Besides eliciting information about practices, beliefs and plans, interviews can also be used to measure changes in the learners' ability to comprehend materials that they are likely to encounter in day-to-day activities. As part of the ABE/GED learner interview, the processes learners use (e.g., skim, look at headings, focus on certain words or pictures, etc.) and their ability to comprehend different types of reading materials are assessed. Two reading scenarios are used:

- prose scenario ("Weight Loss Recipes" part of the set of indicators found later in this packet)
- chart scenario ("Indiana Population Age," also later in this packet)

To determine what processes are used in reading, you will ask them to describe how they would go about reading each scenario. For example, in the prose scenario, learners will look at an article about weight loss, and answer the question:

"What would you do first, then next, then next?"

A typical learner response to this question might be:

> *"Read the headings, get ideas for increasing the amount of exercise I get, skim down the page, know how many extra calories I can burn off, and know how long it will take to lose one pound."*

Your notes must reflect the learner's response as completely and accurately as possible. A typical set of interviewer notes for the above response might look something like:

Read the headings
Get ideas for increasing the amount of exercise I get
Skim down the page
Know how many extra calories I can burn off
Know how long it will take to lose one pound

During the final stage of the evaluation, your notes will be used by another program instructor to score the answer. Since scoring consists primarily of counting the number of items mentioned and looking at how much detail is given, your notes must record responses in as much detail as possible. Take complete notes, and be sure to confirm what you've written with each learner.

Guidelines for Rating Adult Learning Plans

In all programs, instructors develop with each learner an Adult Learning Plan (ALP) at the time of enrollment. This plan includes the setting of goals for the learner and a description of how the achievement of those goals will be measured. As part of the evaluation, you will use the ALP goals to assess the program's effectiveness.

In some programs, most learners reach or exceed the goals set in their ALP plans. In other programs, however, goals are so broad or ill-defined that only a few are reached. To measure program effectiveness, we need to average how well learners meet a reasonable set of ALP goals. For example, a learner might have an ALP plan of:

- Short Term Goal 1: to add, subtract, multiply and divide fractions correctly;
- Short Term Goal 2: to master usage of the eight parts of speech in essay writing;
- Long Term Goal: to improve reading and math ability to a level appropriate to pass college entrance exams.

For learners participating in this evaluation, ALP goals should be set that are achievable in 40 - 50 hours of instruction. These goals should be assessed by the instructor who had the most frequent contact with each learner. After 40-50 hours, instructors should assess the set of goals as:

0 = not reached
1 = reached (in expected time)
2 = exceeded (i.e., reached, mastered and used in daily life)

The instructor should assess the set of goals, assigning only one rating to the entire ALP plan. In the above example, the student might demonstrate that the set of goals was achieved by:

- passing a test on fractions;
- writing an essay in class;
- passing a "practice" college entrance exam.

This ALP plan would be given a rating of "1," indicating that the student was able to demonstrate these behaviors in class. To receive a rating of "2," evidence of using these skills in everyday life (e.g., being able to help a child with fractions, improvement in writing notes and memos at work, actually passing the college entrance exam) would need to be demonstrated.

Toward the end of this evaluation, all of the learners' ratings will be averaged together. This average score will be used to measure the program's effectiveness at establishing and reaching reasonable goals for learners.

Reporting on Additional Indicators

Additional indicators are those not shared by other programs. Any program may measure its effectiveness with indicators that are not otherwise part of this evaluation. These might include specialized tests or oral assessments, for example. Be aware however, that standardized test scores are not being gathered as part of this evaluation, but are being submitted to the state separately.

You may wish to report the results of using additional indicators as part of the evaluation of your program. To report on additional indicators, you should describe the instrument(s) used, analyze the skills being taught or tested, and report the results.

Describe the instrument(s) used

- list the name of the instrument if there is any
- describe the types of questions (and the number of each type)
- provide the scoring or evaluation criteria

Analyze the skills being taught or tested

- score the instrument using a logical scheme

Report the results

- describe how the instrument reflects the learner's performance
- compare learners' performance on pre-tests and post-tests

We can assist you with scoring and reporting on additional indicators. If your program uses its own measures of learner achievement, please don't hesitate to ask us for help.

ABE/GED Indicators

In addition to the ALP plan, the measures of learner achievement listed below will be used by all programs and for all ABE/GED learners. These will be administered as pre-tests and post-tests. The learner should have completed 40-50 instructional hours between pre- and post-testing. Choose learners who will reach this number of hours in at least 5 to 6 weeks, since they will be taking the same set of tests, pre and post. Apart from this, learners chosen should be representative of classes and sites at the program.

1. Learner Questionnaire: learner practices and family literacy. These questions could be read to learners who are unable to read them for themselves.

2. ABE/GED Learner Interview: learner practices, process and ability, beliefs, and plans.

Toward the end of the evaluation, pre- and post-test scores will be compared to assess the extent to which learners have made gains in practices, process and ability, beliefs, and plans concerning literacy. Comparisons will only be valid, however, if pre- and post-tests are administered in exactly the same manner, and complete data is gathered for 30 or more learners. Thus, for the program evaluation to have any validity, it is essential that:

- each learner be given the pre-test and post-test with exactly the same set of indicators, conducted in exactly the same way;
- complete data is gathered on at least 30 ABE/GED learners in your program.

LEARNER QUESTIONNAIRE

Name ______________________ Date ___________

Ask the instructor which of these two you should check:

(___) Pre-test
(___) Post-test

Please ***check*** the number of times you have done the following:

1. **In the last 7 days** how many times have you read a newspaper?

0 1 2 3 4 5 6 7 8 9 10+

2. In the last 7 days how many times have you read a magazine?

0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times have you read the following types of books ?

mystery: __ times
novels: __ times
poetry: __ times
Bible: __ times
how-to books: __ times
factual books: __ times
encyclopedia: __ times
comic books: __ times
other types: _____________ __ times
_____________ __ times

Questionnaire: Practices

4. In the last 7 days, how many books have you brought into your home, either bought or borrowed?

0 1 2 3 4 5 6 7 8 9 10+

5. How many different magazine titles do you have in your home?

0 1 2 3 4 5 6 7 8 9 10+

6. When you're waiting in an office, how often do you read magazines?

___ never ___ occasionally ___ often ___ always

7. How often do you make a shopping list before you go to the store?

___ never ___ occasionally ___ often ___ always

Questionnaire: Family

Only answer the following questions if you have a child between the ages of 3-17 at home.

Please answer for your youngest child in this age group and please fill in only one answer per question:

1. This child is ____ years old.

2. **In the last 7 days** how many times has your child looked at or read books or magazines?

0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times has your child seen you reading or writing?

0 1 2 3 4 5 6 7 8 9 10+

4. In the last 7 days how many times have you helped your child with homework and/or with school projects?

0 1 2 3 4 5 6 7 8 9 10+

5. In the last 7 days how many times have you read or looked at books with your child or listened to him/her read?

0 1 2 3 4 5 6 7 8 9 10+

6. In the last 7 days how many times has your child asked to be read to?

0 1 2 3 4 5 6 7 8 9 10+

7. In the last 7 days how many times has your child printed, made letters, or written?

0 1 2 3 4 5 6 7 8 9 10+

Questionnaire: Family

8. **In the last month** how many times has your child gone to a public library?

0	1	2	3	4	5	6	7	8	9	10+

9. In the last month how many times have you participated/helped out in your child's school?

0	1	2	3	4	5	6	7	8	9	10+

10. In the last month how many times have you hung up or displayed your child's reading and writing efforts?

0	1	2	3	4	5	6	7	8	9	10+

11. In the last month how many times have you bought or borrowed books for your child?

0	1	2	3	4	5	6	7	8	9	10+

12. (*Please circle only one.*)
I expect my child to finish at least:

6th grade	9th grade	high school	2-year college	4-year college

LEARNER INTERVIEW (ABE/GED)

Name ________________________ Date __________

Interviewer ____________________

( ) Pre-test
( ) Post-test

Introduction

We want to find out how well this program is doing, so we are interviewing a selection of the people who come here. I'm going to ask you some questions about reading and math, and other things to do with your education and the way you use it.

Practices

1. Tell me the sorts of things you read and write in a normal week.
   (*Prompt*: "Can you give me more examples?" *Continue to ask this until the learner can't think of any more examples.)*

   (Thank the learner and read back what you have written to confirm the response.)

2. Tell me the sorts of ways you use Math in a normal week.
   (*Prompt*: "Can you give me more examples?" *Continue to ask this until the learner can't think of any more examples.)*

   (Thank the learner and read back what you have written to confirm the response.)

Process and Ability

Scenario 1: Article

I am going to show you a newspaper article about exercise. I want you to explain to me how you would read it. There are many ways to read. People look at different parts of a page and think about different things when they read. (*Show attached story*: "**Weight-loss Recipes**").

1. (process question)
   Tell me what you would do.
   (*Prompt*: "Is there anything else you would do?" *Continue to ask this until the learner can't think of anything else.)*

   (Thank the learner and read back what you have written to confirm the response.)

Now go ahead and read the article. *(Wait . . .)*
Now I am going to ask you some questions about the article.

2. (factual question)
   If you burn an extra 200 calories a day, how will this change your weight?
   (Answer: I will lose a pound every 2 &1/2 weeks.)

3. (inference question)
   According to the article, which burns off calories more quickly, vacuuming or shopping?
   (Answer: Shopping)

4. (application question)
   Suppose you'd like to burn off 200 calories. Describe which of the listed activities you could choose and for how long.
   (Answer: 2 activities as listed or 1 activity for twice the time.)

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Weight-loss 'recipes' can fit into your daily routine

Losing weight is a trade-off. You have to take in fewer calories, or burn the extra ones off.

In his new book, *The Exercise Exchange Program*, Dr. James Rippe recommends that people select calorie-burning activities during the day much like they make food-exchange selections on a weight-loss program. You can mix and match them to equal the calories you want to burn.

Here's how it works: A pound equals 3,500 calories. By burning off 200 extra calories a day, you will lose a pound every 2½ weeks, even if you do nothing else.

Add two activities from the list below to your daily schedule or if you're already doing them, then extend the time. Each burns off 100 calories, based on a 154-pound man and 128-pound woman.

▶ Cycling (5.5 mph), 27 minutes, women; 22 minutes, men.

▶ Hiking, 14 minutes, women; 12 minutes, men.

▶ Swimming (slow), 20 minutes, women; 17 minutes, men.

▶ Vacuuming, 38 minutes for women; 30 minutes, men.

▶ Shopping, 28 minutes, women; 25 minutes, men.

▶ Scrubbing floor, 16 minutes; 13 minutes, men.

▶ Repairing car, 28 minutes, women; 24 minutes, men.

By Henry Hilliard

TRADING OFF: Fitness expert James Rippe advises beginners to gradually increase exercise and to do different aerobic activities, rather than suddenly deciding to 'go out and run two miles.'

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Scenario 2: Chart

I am going to show you some facts about Indiana's population. I want you to explain to me how you would read it. There are many ways to read. People look at different parts of a page and think about different things when they read. (*Show attached chart* **"Population Age"**).

1. (process question)
   Tell me what you would do.
   (*Prompt*: "Is there anything else you would do?" *Continue to ask this until the learner can't think of anything else.)*

   (Thank the learner and read back what you have written to confirm the response.)

Now go ahead and read the chart. *(Wait . . .)*
Now I am going to ask you some questions about this chart.

2. (factual question)
   In 1980, what percentage of the urban population was below age 20?
   (Answer: 33.0)

3. (inference question)
   The Governor's Office wants to know whether, in 1990, rural or urban areas had a higher percentage of people 65 and over. Which percentage is higher, rural or urban? How much higher?
   (Answer: Rural, 1.2)

4. (application question)
   Are population ages in rural and urban areas becoming more like each other or less like each other? How did you tell that?
   (Answer: More, because percentages are getting closer together: e.g., for 20-64 age group, difference decreases from 4.6% through 1% to 0%.)

Population Age

In 1980, about 33.4 percent of Indiana's population was younger than 20 years old, whereas 10.7 percent was 65 years old or older.

The distribution of population by age is very similar in urban and rural counties. In 1980, rural counties had a slightly higher percentage of retirement aged people than urban counties. This difference is expected to diminish by the year 2000.

Population by Age		Rural	Urban	Indiana
		%	%	%
1980				
	Below 20	34.5	33.0	33.4
	20 to 64	53.4	58.0	55.9
	65 and over	12.1	10.0	10.7
1990				
	Below 20	29.6	29.4	29.5
	20 to 64	57.9	58.9	58.4
	65 and over	12.9	11.7	12.1
2000				
	Below 20	27.0	27.4	27.3
	20 to 64	60.4	60.4	60.4
	65 and over	12.6	12.2	12.3

Adapted from Rural Profile of Indiana, Government Publication Department, 1991

Beliefs

1. How good are you at reading and writing?

   Why do you think so?

   (Thank the learner and read back what you have written to confirm the response.)

2. What are good ways to figure out unknown words or a difficult paragraph?

   (Thank the learner and read back what you have written to confirm the response.)

3. How good are you at Math?

   Why do you think so?

   (Thank the learner and read back what you have written to confirm the response.)

Plans

Now I am going to ask you about your plans for the future.

1. What do you plan to do in the next year?

How do you see reading and education as part of these plans?

(Thank the learner and read back what you have written to confirm the response.)

2. What do you plan to do in the next 5 years?

How do you see reading and education as part of these plans?

(Thank the learner and read back what you have written to confirm the response.)

ESL Indicators

In addition to the ALP plan, the measures of learner achievement listed below will be used by all programs and for all ESL learners. These will be administered as pre-tests and post-tests. The learner should have completed 40-50 instructional hours between pre- and post-testing. Choose learners who will reach this number of hours in at least 5 to 6 weeks, since they will be taking the same set of tests, pre and post. Apart from this, learners chosen should be representative of classes and sites at the program.

1. Learner Questionnaire: learner practices and family literacy.
   These questions could be read to learners who are unable to read them for themselves.

2. ESL Learner Interview: learner practices, beliefs and plans.

3. ESL Benchmarks: Beginner or Intermediate.
   Please complete the ESL Benchmarks for beginning learners even if they achieve very low scores on the pre-test. These scores will be compared to post-test scores after 40-50 hours of instruction to determine the level of improvement in the ability to use English.

Toward the end of the evaluation, pre- and post-test scores will be compared to assess the extent to which learners have made gains in practices, ability, beliefs and plans concerning literacy. Comparisons will only be valid, however, if pre- and post-tests are administered in exactly the same manner, and complete data is gathered for 30 or more learners. Thus, for the program evaluation to have any validity, it is essential that:

- each learner be given the pre-test and post-test with exactly the same set of indicators, conducted in exactly the same way;
- complete data is gathered on at least 30 ESL learners in your program.

LEARNER QUESTIONNAIRE

Name ______________________ Date ___________

Ask the instructor which of these two you should check: **(___) Pre-test**
(___) Post-test

Please ***check*** the number of times you have done the following:

1. **In the last 7 days** how many times have you read a newspaper?

0	1	2	3	4	5	6	7	8	9	10+

2. In the last 7 days how many times have you read a magazine?

0	1	2	3	4	5	6	7	8	9	10+

3. In the last 7 days how many times have you read the following types of books ?

mystery: __ times

novels: __ times

poetry: __ times

Bible: __ times

how-to books: __ times

factual books: __ times

encyclopedia: __ times

comic books: __ times

other types: ______________ __ times

______________ __ times

Questionnaire: Practices

4. In the last 7 days, how many books have you brought into your home, either bought or borrowed?

0	1	2	3	4	5	6	7	8	9	10+

5. How many different magazine titles do you have in your home?

0	1	2	3	4	5	6	7	8	9	10+

6. When you're waiting in an office, how often do you read magazines?

___ never ___ occasionally ___ often ___ always

7. How often do you make a shopping list before you go to the store?

___ never ___ occasionally ___ often ___ always

Questionnaire: Family

Only answer the following questions if you have a child between the ages of 3-17 at home.

Please answer for your youngest child in this age group and please fill in only one answer per question:

1. This child is ____ years old.

2. **In the last 7 days** how many times has your child looked at or read books or magazines?

0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times has your child seen you reading or writing?

0 1 2 3 4 5 6 7 8 9 10+

4. In the last 7 days how many times have you helped your child with homework and/or with school projects?

0 1 2 3 4 5 6 7 8 9 10+

5. In the last 7 days how many times have you read or looked at books with your child or listened to him/her read?

0 1 2 3 4 5 6 7 8 9 10+

6. In the last 7 days how many times has your child asked to be read to?

0 1 2 3 4 5 6 7 8 9 10+

7. In the last 7 days how many times has your child printed, made letters, or written?

0 1 2 3 4 5 6 7 8 9 10+

Questionnaire: Family

8. **In the last month** how many times has your child gone to a public library?

0 1 2 3 4 5 6 7 8 9 10+

9. In the last month how many times have you participated/helped out in your child's school?

0 1 2 3 4 5 6 7 8 9 10+

10. In the last month how many times have you hung up or displayed your child's reading and writing efforts?

0 1 2 3 4 5 6 7 8 9 10+

11. In the last month how many times have you bought or borrowed books for your child?

0 1 2 3 4 5 6 7 8 9 10+

12. (*Please circle only one.*)
I expect my child to finish at least:

6th grade 9th grade high school 2-year college 4-year college

Learner Interview (ESL)

Name ____________________ Date _________

Interviewer_________________ ( ) Pre-test

( ) Post-test

Introduction

We want to find out how well this program is doing, so we are interviewing a selection of the people who come here. I'm going to ask you some questions about reading and writing in English, and other things to do with your education and the way you use it.

Practices

I'm going to ask you about your reading and writing in English. What do you read and write in English in a normal week?

(*Prompt*: "What else do you read and write in English?" *Continue to ask this until the learner can't think of any more examples.)*

(Thank the learner and read back what you have written to confirm the response.)

Beliefs

1. How good are you at English?

   Why do you think so?

   (Thank the learner and read back what you have written to confirm the response.)

2. When you do not understand an English word or paragraph, what do you do?

   (Thank the learner and read back what you have written to confirm the response.)

Plans

Now I am going to ask you about your plans for the future.

1. What do you plan to do in the next year?
   (*Prompt:* Is learning English part of these plans?)

   (Thank the learner and read back what you have written to confirm the response.)

2. What do you plan to do in the next 5 years?
   (*Prompt*: Is learning English part of these plans?)

   (Thank the learner and read back what you have written to confirm the response.)

ESL Benchmarks and Ratings
Beginner Level

Learner Name________________________ Date of Rating __________

Teacher Name ________________________

For each item, rate the learner:

3 = can do this as well or nearly as well as a native speaker
2 = can usually manage to do this, but sometimes has trouble
1 = can only sometimes manage to do this adequately
0 = cannot do this

Grammar

( ) **Simple present tense:** affirmative simple present tense for *to be* and *do*, and negative simple present tense for *to be* and *do*, and **present progressive** with common verbs (e.g., *I am singing*.)

( ) **Questions**: *Wh* questions (i.e. *where, what, who when, why*, and *how)* and *yes-no* questions for *to be* and *do*.

( ) **Pronouns**: subjective personal pronouns (i.e., *I, you, he, she, it, we* and *they*), objective personal pronouns (i.e. *me, him, her, us* and *them*.), and demonstrative pronouns singular and plural *(i.e. this, that, these*, and *those)*

( ) **Nouns**: singular and regular plural (e.g. *book(s), boy(s), house(s)*, etc.)

Writing/Reading: Have the student write about a picture or a question. Have each student read his or her story.

( ) Writing

( ) Reading

Listening/Speaking: Be able to reply to a question asked by the teacher, (e.g., *What did you do last night?)* and continue a conversation with the teacher.

( ) Conversation

Vocabulary

Basic vocabulary in the following categories:

( ) Body parts, cosmetics, toiletries, and clothing

( ) Actions: home, school, exercise; common verbs in present tense (e.g. *be, have, read, want, go, like*, etc.)

( ) Health/sickness, foods and meals

( ) The family, names of furniture, and house parts

( ) Numbers 1 - 100, ordinal numbers (e.g. *first, second*, etc.), and time and place prepositions (e.g. *around, after, behind*, etc.)

Life Skills

( ) Personal and social identification -- briefly describing feelings about work or other life areas, giving name, address, telephone number, and naming home country and native language.

( ) Expressing feelings -- stating personal positions, e.g. likes, dislikes, angry, sad, happy, etc.

( ) At the post office -- being able to address envelopes, give return address, buy stamps, ask about prices, mail letters in the appropriate slot.

( ) Getting a driver's license -- being able to read and interpret road signs and briefly describing key points such as 'NO TURN ON RED,' 'FLASHING LIGHTS,' etc.

( ) Time -- Calendar time (days of week and months), clock time, and relevant preposition (e.g., next, last, before, after, once a week).

( ) Weather terms -- naming seasons in order, describing daily and seasonal weather (e.g. cloudy, sunny, cold, thunder, lightning).

ESL Benchmarks and Ratings
Intermediate Level

Learner Name______________________ Date of Rating _________

Teacher Name ______________________

For each item, rate the learner:

3 = can do this as well or nearly as well as a native speaker
2 = can usually manage to do this, but sometimes has trouble
1 = can only sometimes manage to do this adequately
0 = cannot do this

Grammar

( ) **Past tense**: regular (e.g., *walked, hoped, liked, watched, wanted, listened,* etc.), irregular (e.g., *went, did, saw, ate, began*, etc.), and *Use to* structure.

( ) **Future tense**: with *will, shall* (e.g. *I will leave tomorrow.),* with *going to* (e.g. *I am going to leave tomorrow.*), and with *to be -ing* (e.g. *I am leaving tomorrow.*).

( ) **Adverbs**: frequency adverbs (e.g., *always, often, sometimes, seldom,* and *never*) and adverbs with *-ly* (e.g., *quickly, slowly, nicely, beautifully),* and **comparatives** (e.g., *taller, tallest, more, most, etc.).*

( ) **Passive voice** with *was* and *were* , and **past participle** for regular and irregular verbs (e.g., *I have eaten the cereal.)*

( ) **Modals** *should, would, could,* and *ought to,* and **subjunctive mood** (i.e. *if* statements)

Writing/Reading:

( ) Writing: be able to write an English paragraph to convey the intended ideas in a clear manner

( ) Reading: be able to read material in English on at least a 4-5 grade level and to comprehend the basic meaning of the material

Listening/Speaking:

( ) Be able to pronounce English words in a clear and understandable manner

( ) Be able to carry on a conversation with classmates and native English speakers outside the classroom

Vocabulary

Increases English vocabulary steadily in the following categories:

( ) Body parts, cosmetics, toiletries, and clothing

( ) Actions: home, school, exercise; common verbs in present tense (e.g. *be, have, read, want, go, like*, etc.)

( ) Health/sickness, foods and meals

( ) The family, names of furniture, and house parts

( ) Numbers 1 - 100, ordinal numbers (e.g. *first, second*, etc.), and time and place prepositions (e.g. *around, after, behind*, etc.)

Life Skills

( ) Social/Personal Identification: be able to express opinion about community issues, and participate in conversation relating to current event topic

( ) Transportation/Travel: be able to ask and answer questions, read about and compare transportation schedules, give and follow street directions, use the vocabulary of public transportation, read road signs and maps

( ) Grocery: be able to interpret grocery ads, and find and use coupons

( ) Shopping: be able to return an item that is not satisfactory to the store

( ) Television: be able to understand TV commercials

( ) Telephone: be able to use phone to make appointments, change or cancel appointments, call for information, or report something

Data Gathering:
Pack for Additional Program Personnel

Evaluation of Indiana ABE Programs
Data Gathering

As part of Indiana's evaluation of federally-funded Adult Basic Education programs, you are being asked to gather data on learner achievement. This involves administering tests and questionnaires, and conducting interviews, with a sample of learners at your program. It is very important that you carry out these tasks carefully and conscientiously, because the evaluation results - and possibly the funding - of your program will be highly dependent on your efforts.

Learners coming into your program are to be pre-tested by the time they have attended for 12 - 15 hours (i.e., before or soon after enrollment), and then post-tested after another 40 - 50 instructional hours. Choose learners who will reach this number of hours in at least 5 to 6 weeks, since they will be taking the same set of tests, pre and post. Apart from this, learners chosen should be representative of classes and sites at the program. Because some learners will leave the program before it is time for them to be post-tested, it will be necessary for pre-tests to be conducted on more learners than you might expect. Depending on the drop-out rate of your program, this may be up to twice as many as you are required to have with both pre-test and post-test data.

Learners are being pre-tested and post-tested with exactly the same indicators, conducted in exactly the same way, so that any changes in scores can reasonably be attributed to the gains they have made in class at the program. So it is vital, for example, that you carry out the Guidelines for Conducting Interviews (in the following pages) thoroughly and consistently. Sets of indicators being used with ABE/GED learners and with ESL learners are part of this package.

Two of the teachers at your program are being trained as evaluators, and they will work with you in gathering the data on learner achievement. If you have any questions about your role in the evaluation, do not hesitate to ask them.

ABE/GED Indicators

The following measures of learner achievement will be used by all programs and for all ABE/GED learners. Items 1 and 2 will be administered as pre-tests and post-tests. The learner should have completed 40-50 instructional hours between pre- and post-testing. Choose learners who will reach this number of hours in at least 5 to 6 weeks, since they will be taking the same set of tests, pre and post. Apart from this, learners chosen should be representative of classes and sites at the program.

1. Learner Questionnaire: learner practices and family literacy. These questions could be read to learners who are unable to read them for themselves.

2. ABE/GED Learner Interview: learner practices, process and ability, beliefs and plans.

3. Ratings for completion of individual goals: program teachers will assess the goals set up with each learner in the Adult Learning Plan. The goals will be assessed as "not reached," "reached," or "exceeded."

Toward the end of the evaluation, pre- and post-test scores will be compared to assess the extent to which learners have made gains in practices, process and ability, beliefs and plans concerning literacy. Comparisons will only be valid, however, if pre- and post-tests are administered in exactly the same manner, and complete data is gathered for 30 or more learners. Thus, for the program evaluation to have any validity, it is essential that:

- each learner be given the pre-test and post-test with exactly the same set of indicators, conducted in exactly the same way;

- complete data is gathered on at least 30 ABE/GED learners in your program.

ESL Indicators

The following measures of learner achievement will be used by all programs and for all ESL learners. Items 1, 2 and 4 will be administered as pre-tests and post-tests. The learner should have completed 40-50 instructional hours between pre- and post-testing. Choose learners who will reach this number of hours in at least 5 to 6 weeks, since they will be taking the same set of tests, pre and post. Apart from this, learners chosen should be representative of classes and sites at the program.

1. Learner Questionnaire: learner practices and family literacy. These questions could be read to learners who are unable to read them for themselves.

2. ESL Learner Interview: learner practices, beliefs and plans.

3. Ratings for completion of individual goals: program teachers will assess the goals set up with each learner in the Adult Learning Plan. The goals will be assessed as "not reached," "reached," or "exceeded."

4. ESL Benchmarks: Beginner or Intermediate. Please complete the ESL Benchmarks for beginning learners even if they achieve very low scores on the pre-test. These scores will be compared to post-test scores after 40-50 hours of instruction to determine the level of improvement in the ability to use English.

Toward the end of the evaluation, pre- and post-test scores will be compared to assess the extent to which learners have made gains in practices, ability, beliefs and plans concerning literacy. Comparisons will only be valid, however, if pre- and post-tests are administered in exactly the same manner, and complete data is gathered for 30 or more learners. Thus, for the program evaluation to have any validity, it is essential that:

- each learner be given the pre-test and post-test with exactly the same set of indicators, conducted in exactly the same way;
- complete data is gathered on at least 30 ESL learners in your program.

Guidelines for Conducting Learner Interviews

Interviews are particularly effective ways to note changes in learner lifestyles, beliefs and applications in relation to literacy. The learner interviews address learners':

- practices,
- process and ability (ABE/GED only),
- beliefs, and
- plans

related to literacy activities. Appropriate skills in how to ask questions and give prompts are required to elicit acceptable responses from the participants. It is also important to take detailed notes, since another teacher will be using your notes to score the learners' responses during a later part of the evaluation. Here are some points to keep in mind.

Instructions

- Read each question clearly.
- Repeat questions if necessary.
- Make notes on the responses in as much detail as possible (e.g., include frequency of reading/writing, exact types of materials, etc., if the learner mentions such information).
- Share exactly what you have written to confirm answers and make any necessary corrections.

Prompting

Prompting is used when learners stop after a single response. For example, when the learners are asked what sorts of things they read and write in a normal week (as in the "Practices" section), you should use the prompt provided on the form to elicit examples.

- Read the question to the learner, and record the response in detail (e.g., write down the type or title of magazine, if the learner mentions one).
- Wait until the learner responds, and then read the prompt (e.g., "Can you give me more examples?).
- Continue to repeat the prompt and record each response until the learner can't think of any more examples.
- Avoid over-guidance (e.g., hints directly relevant to the answer) and suggesting possible responses.

- Avoid personal interpretation and comments (e.g., don't respond with "Good!" or other encouraging expressions when the learner gives a detailed answer).
- Keep a neutral tone.

Learner difficulties

The interviews must be attempted with all learners. If an interviewee has difficulties (e.g., an ABE low-level reader with the newspaper article), stop that one section and move on to the next section. Record your reason for an incomplete section on the interview form.

In the post-test, repeat this process of starting each section, and stop that section only if absolutely necessary.

On the next two pages are an example of the notes you should take during the learner interview, and guidelines for conducting the "Process and Ability" portion of the interview with ABE learners.

Example of Interview and Notes

The example below illustrates the proper method for conducting the learner interview. As you read over the script, notice that the interviewer:

- repeats the question when the learner doesn't understand;
- waits to read the prompt until the learner pauses;
- continues to repeat the prompt until the learner can't think of any more answers;
- writes notes that are complete and accurate;
- remains neutral, avoiding hints or encouragement; and
- confirms notes with the learner, correcting any mistakes.

Learner Interview - Practices

I = Interviewer; L = Learner

I: Tell me the sorts of things you read and write in a normal week.

L: I didn't get the question.

I: Tell me the sorts of things you read and write in a normal week.

L: Newspaper on weekends, write letters weekly. (Pauses.)

Interviewer's notes:

Read newspaper on weekends, write letters sometimes

I: Can you give me any more examples?

L: Magazine – Reader's Digest. (Pauses.)

Interviewer's notes:

Read newspaper on weekends, write letters sometimes
Read Reader's Digest

I: Can you give me any more examples?

L: No, that's it.

I: Thank you. I have written down: read newspaper on weekends, write letters sometimes, read the Reader's Digest. Is that right?

L: No. I write letters every week.

I: O.K. I've got that now, you write letters every week.

Interviewer's notes:

Read newspapers on weekends, write letters weekly,
Read Reader's Digest

ABE Interview Guidelines - Process and Ability

Besides eliciting information about practices, beliefs and plans, interviews can also be used to measure changes in the learners' ability to comprehend materials that they are likely to encounter in day-to-day activities. As part of the ABE/GED learner interview, the processes learners use (e.g., skim, look at headings, focus on certain words or pictures, etc.) and their ability to comprehend different types of reading materials are assessed. Two reading scenarios are used:

- prose scenario ("Weight Loss Recipes" part of the set of indicators found later in this packet)
- chart scenario ("Indiana Population Age," also later in this packet)

To determine what processes are used in reading, you will ask them to describe how they would go about reading each scenario. For example, in the prose scenario, learners will look at an article about weight loss, and answer the question:

"What would you do first, then next, then next?"

A typical learner response to this question might be:

> *"Read the headings, get ideas for increasing the amount of exercise I get, skim down the page, know how many extra calories I can burn off, and know how long it will take to lose one pound."*

Your notes must reflect the learner's response as completely and accurately as possible. A typical set of interviewer notes for the above response might look something like:

Read the headings
Get ideas for increasing the amount of exercise I get
Skim down the page
Know how many extra calories I can burn off
Know how long it will take to lose one pound

During the final stage of the evaluation, your notes will be used by another program instructor to score the answer. Since scoring consists primarily of counting the number of items mentioned and looking at how much detail is given, your notes must record responses in as much detail as possible. Take complete notes, and be sure to confirm what you've written with each learner.

Guidelines for Rating Adult Learning Plans

In all programs, instructors develop with each learner a set of Adult Learning Plans (ALP) at the time of enrollment. These plans include the setting of goals for the learner and a description of how the achievement of those goals will be measured. As part of the evaluation, you will use the ALP goals to assess the program's effectiveness.

In some programs, most learners reach or exceed the goals set in their ALP. In other programs, however, goals are so broad or ill-defined that only a few are reached. To measure program effectiveness, we need to average how well learners meet a reasonable set of ALP goals. For example, a learner might have an ALP of:

- Short Term Goal 1: to add, subtract, multiply and divide fractions correctly;
- Short Term Goal 2: to master usage of the eight parts of speech in essay writing;
- Long Term Goal: to improve reading and math ability to a level appropriate to pass college entrance exams.

For learners participating in this evaluation, ALP goals should be set that are achievable in 40 - 50 hours of instruction. These goals should be assessed by the instructor who had the most frequent contact with each learner. After 40-50 hours, instructors should assess the set of goals as:

0 = not reached
1 = reached (in expected time)
2 = exceeded (i.e., reached, mastered and used in daily life)

The instructor should assess the set of goals, assigning only one rating to the entire ALP. In the above example, the student might demonstrate that the set of goals was achieved by:

- passing a test on fractions;
- writing an essay in class;
- passing a "practice" college entrance exam.

This ALP would be given a rating of "1," indicating that the student was able to demonstrate these behaviors in class. To receive a rating of "2," evidence of using these skills in everyday life (e.g., being able to help a child with fractions, improvement in writing notes and memos at work, actually passing the college entrance exam) would need to be demonstrated.

Toward the end of this evaluation, all of the learners' ratings will be averaged together. This average score will be used to measure the program's effectiveness at establishing and reaching reasonable goals for learners.

ABE/GED Indicators

In addition to the ALP plan, the measures of learner achievement listed below will be used by all programs and for all ABE/GED learners. These will be administered as pre-tests and post-tests. The learner should have completed 40-50 instructional hours between pre- and post-testing. Choose learners who will reach this number of hours in at least 5 to 6 weeks, since they will be taking the same set of tests, pre and post. Apart from this, learners chosen should be representative of classes and sites at the program.

1. Learner Questionnaire: learner practices and family literacy. These questions could be read to learners who are unable to read them for themselves.

2. ABE/GED Learner Interview: learner practices, process and ability, beliefs, and plans.

Toward the end of the evaluation, pre- and post-test scores will be compared to assess the extent to which learners have made gains in practices, process and ability, beliefs, and plans concerning literacy. Comparisons will only be valid, however, if pre- and post-tests are administered in exactly the same manner, and complete data is gathered for 30 or more learners. Thus, for the program evaluation to have any validity, it is essential that:

- each learner be given the pre-test and post-test with exactly the same set of indicators, conducted in exactly the same way;
- complete data is gathered on at least 30 ABE/GED learners in your program.

LEARNER QUESTIONNAIRE

Name ______________________ Date ___________

Ask the instructor which of these two you should check:

(___) Pre-test
(___) Post-test

Please ***check*** the number of times you have done the following:

1. **In the last 7 days** how many times have you read a newspaper?

____

0 1 2 3 4 5 6 7 8 9 10+

2. In the last 7 days how many times have you read a magazine?

____

0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times have you read the following types of books ?

mystery: __ times
novels: __ times
poetry: __ times
Bible: __ times
how-to books: __ times
factual books: __ times
encyclopedia: __ times
comic books: __ times
other types: ______________ __ times
______________ __ times

Questionnaire: Practices

4. In the last 7 days, how many books have you brought into your home, either bought or borrowed?

____

0 1 2 3 4 5 6 7 8 9 10+

5. How many different magazine titles do you have in your home?

____

0 1 2 3 4 5 6 7 8 9 10+

6. When you're waiting in an office, how often do you read magazines?

___ never ___ occasionally ___ often ___ always

7. How often do you make a shopping list before you go to the store?

___ never ___ occasionally ___ often ___ always

Questionnaire: Family

Only answer the following questions if you have a child between the ages of 3-17 at home.

Please answer for your youngest child in this age group and please fill in only one answer per question:

1. This child is _____ years old.

2. **In the last 7 days** how many times has your child looked at or read books or magazines?

0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times has your child seen you reading or writing?

0 1 2 3 4 5 6 7 8 9 10+

4. In the last 7 days how many times have you helped your child with homework and/or with school projects?

0 1 2 3 4 5 6 7 8 9 10+

5. In the last 7 days how many times have you read or looked at books with your child or listened to him/her read?

0 1 2 3 4 5 6 7 8 9 10+

6. In the last 7 days how many times has your child asked to be read to?

0 1 2 3 4 5 6 7 8 9 10+

7. In the last 7 days how many times has your child printed, made letters, or written?

0 1 2 3 4 5 6 7 8 9 10+

Questionnaire: Family

8. **In the last month** how many times has your child gone to a public library?

0 1 2 3 4 5 6 7 8 9 10+

9. In the last month how many times have you participated/helped out in your child's school?

0 1 2 3 4 5 6 7 8 9 10+

10. In the last month how many times have you hung up or displayed your child's reading and writing efforts?

0 1 2 3 4 5 6 7 8 9 10+

11. In the last month how many times have you bought or borrowed books for your child?

0 1 2 3 4 5 6 7 8 9 10+

12. (*Please circle only one.*)
I expect my child to finish at least:

6th grade 9th grade high school 2-year college 4-year college

LEARNER INTERVIEW (ABE/GED)

Name ________________________ Date __________

Interviewer ___________________ ( ) Pre-test
( ) Post-test

Introduction

We want to find out how well this program is doing, so we are interviewing a selection of the people who come here. I'm going to ask you some questions about reading and math, and other things to do with your education and the way you use it.

Practices

1. Tell me the sorts of things you read and write in a normal week.
   (*Prompt*: "Can you give me more examples?" *Continue to ask this until the learner can't think of any more examples.)*

   (Thank the learner and read back what you have written to confirm the response.)

2. Tell me the sorts of ways you use Math in a normal week.
   (*Prompt*: "Can you give me more examples?" *Continue to ask this until the learner can't think of any more examples.)*

   (Thank the learner and read back what you have written to confirm the response.)

Process and Ability

Scenario 1: Article

I am going to show you a newspaper article about exercise. I want you to explain to me how you would read it. There are many ways to read. People look at different parts of a page and think about different things when they read. (*Show attached story*: "**Weight-loss Recipes**").

1. (process question)
   Tell me what you would do.
   (*Prompt*: "Is there anything else you would do?" *Continue to ask this until the learner can't think of anything else.)*

   (Thank the learner and read back what you have written to confirm the response.)

Now go ahead and read the article. *(Wait . . .)*
Now I am going to ask you some questions about the article.

2. (factual question)
   If you burn an extra 200 calories a day, how will this change your weight?
   (Answer: I will lose a pound every 2 &1/2 weeks.)

3. (inference question)
   According to the article, which burns off calories more quickly, vacuuming or shopping?
   (Answer: Shopping)

4. (application question)
   Suppose you'd like to burn off 200 calories. Describe which of the listed activities you could choose and for how long.
   (Answer: 2 activities as listed or 1 activity for twice the time.)

Weight-loss 'recipes' can fit into your daily routine

Losing weight is a trade-off.

You have to take in fewer calories, or burn the extra ones off.

In his new book, *The Exercise Exchange Program*, Dr. James Rippe recommends that people select calorie-burning activities during the day much like they make food-exchange selections on a weight-loss program. You can mix and match them to equal the calories you want to burn.

Here's how it works: A pound equals 3,500 calories. By burning off 200 extra calories a day, you will lose a pound every 2½ weeks, even if you do nothing else.

Add two activities from the list below to your daily schedule or if you're already doing them, then extend the time. Each burns off 100 calories, based on a 154-pound man and 128-pound woman.

▶ Cycling (5.5 mph), 27 minutes, women; 22 minutes, men.

▶ Hiking, 14 minutes, women; 12 minutes, men.

▶ Swimming (slow), 20 minutes, women; 17 minutes, men.

▶ Vacuuming, 38 minutes for women; 30 minutes, men.

▶ Shopping, 28 minutes, women; 25 minutes, men.

▶ Scrubbing floor, 16 minutes; 13 minutes, men.

▶ Repairing car, 28 minutes, women; 24 minutes, men.

By Henry Hilliard

TRADING OFF: Fitness expert James Rippe advises beginners to gradually increase exercise and to do different aerobic activities, rather than suddenly deciding to 'go out and run two miles.'

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Scenario 2: Chart

I am going to show you some facts about Indiana's population. I want you to explain to me how you would read it. There are many ways to read. People look at different parts of a page and think about different things when they read. (*Show attached chart* "**Population Age**").

1. (process question)

   Tell me what you would do.

   (*Prompt*: "Is there anything else you would do?" *Continue to ask this until the learner can't think of anything else.)*

   (Thank the learner and read back what you have written to confirm the response.)

Now go ahead and read the chart. *(Wait . . .)*
Now I am going to ask you some questions about this chart.

2. (factual question)

   In 1980, what percentage of the urban population was below age 20?
   (Answer: 33.0)

3. (inference question)

   The Governor's Office wants to know whether, in 1990, rural or urban areas had a higher percentage of people 65 and over. Which percentage is higher, rural or urban? How much higher?
   (Answer: Rural, 1.2)

4. (application question)

   Are population ages in rural and urban areas becoming more like each other or less like each other? How did you tell that?
   (Answer: More, because percentages are getting closer together: e.g., for 20-64 age group, difference decreases from 4.6% through 1% to 0%.)

Population Age

In 1980, about 33.4 percent of Indiana's population was younger than 20 years old, whereas 10.7 percent was 65 years old or older.

The distribution of population by age is very similar in urban and rural counties. In 1980, rural counties had a slightly higher percentage of retirement aged people than urban counties. This difference is expected to diminish by the year 2000.

Population by Age		**Rural**	**Urban**	**Indiana**
		%	%	%
1980				
	Below 20	34.5	33.0	33.4
	20 to 64	53.4	58.0	55.9
	65 and over	12.1	10.0	10.7
1990				
	Below 20	29.6	29.4	29.5
	20 to 64	57.9	58.9	58.4
	65 and over	12.9	11.7	12.1
2000				
	Below 20	27.0	27.4	27.3
	20 to 64	60.4	60.4	60.4
	65 and over	12.6	12.2	12.3

Adapted from Rural Profile of Indiana, Government Publication Department, 1991

Beliefs

1. How good are you at reading and writing?

   Why do you think so?

   (Thank the learner and read back what you have written to confirm the response.)

2. What are good ways to figure out unknown words or a difficult paragraph?

   (Thank the learner and read back what you have written to confirm the response.)

3. How good are you at Math?

   Why do you think so?

   (Thank the learner and read back what you have written to confirm the response.)

Plans

Now I am going to ask you about your plans for the future.

1. What do you plan to do in the next year?

How do you see reading and education as part of these plans?

(Thank the learner and read back what you have written to confirm the response.)

2. What do you plan to do in the next 5 years?

How do you see reading and education as part of these plans?

(Thank the learner and read back what you have written to confirm the response.)

ESL Indicators

In addition to the ALP plan, the measures of learner achievement listed below will be used by all programs and for all ESL learners. These will be administered as pre-tests and post-tests. The learner should have completed 40-50 instructional hours between pre- and post-testing. Choose learners who will reach this number of hours in at least 5 to 6 weeks, since they will be taking the same set of tests, pre and post. Apart from this, learners chosen should be representative of classes and sites at the program.

1. Learner Questionnaire: learner practices and family literacy. These questions could be read to learners who are unable to read them for themselves.

2. ESL Learner Interview: learner practices, beliefs and plans.

3. ESL Benchmarks: Beginner or Intermediate. Please complete the ESL Benchmarks for beginning learners even if they achieve very low scores on the pre-test. These scores will be compared to post-test scores after 40-50 hours of instruction to determine the level of improvement in the ability to use English.

Toward the end of the evaluation, pre- and post-test scores will be compared to assess the extent to which learners have made gains in practices, ability, beliefs and plans concerning literacy. Comparisons will only be valid, however, if pre- and post-tests are administered in exactly the same manner, and complete data is gathered for 30 or more learners. Thus, for the program evaluation to have any validity, it is essential that:

- each learner be given the pre-test and post-test with exactly the same set of indicators, conducted in exactly the same way;
- complete data is gathered on at least 30 ESL learners in your program.

LEARNER QUESTIONNAIRE

Name ______________________ Date ___________

Ask the instructor which of these two you should check:

(___) Pre-test
(___) Post-test

Please ***check*** the number of times you have done the following:

1. **In the last 7 days** how many times have you read a newspaper?

____
0 1 2 3 4 5 6 7 8 9 10+

2. In the last 7 days how many times have you read a magazine?

____
0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times have you read the following types of books ?

mystery: __ times
novels: __ times
poetry: __ times
Bible: __ times

how-to books: __ times
factual books: __ times
encyclopedia: __ times
comic books: __ times

other types: _____________ __ times
_____________ __ times

Questionnaire: Practices

4. In the last 7 days, how many books have you brought into your home, either bought or borrowed?

0 1 2 3 4 5 6 7 8 9 10+

5. How many different magazine titles do you have in your home?

0 1 2 3 4 5 6 7 8 9 10+

6. When you're waiting in an office, how often do you read magazines?

___ never ___ occasionally ___ often ___ always

7. How often do you make a shopping list before you go to the store?

___ never ___ occasionally ___ often ___ always

Questionnaire: Family

Only answer the following questions if you have a child between the ages of 3-17 at home.

Please answer for your youngest child in this age group and please fill in only one answer per question:

1. This child is _____ years old.

2. **In the last 7 days** how many times has your child looked at or read books or magazines?

0 1 2 3 4 5 6 7 8 9 10+

3. In the last 7 days how many times has your child seen you reading or writing?

0 1 2 3 4 5 6 7 8 9 10+

4. In the last 7 days how many times have you helped your child with homework and/or with school projects?

0 1 2 3 4 5 6 7 8 9 10+

5. In the last 7 days how many times have you read or looked at books with your child or listened to him/her read?

0 1 2 3 4 5 6 7 8 9 10+

6. In the last 7 days how many times has your child asked to be read to?

0 1 2 3 4 5 6 7 8 9 10+

7. In the last 7 days how many times has your child printed, made letters, or written?

0 1 2 3 4 5 6 7 8 9 10+

Questionnaire. Family

8. **In the last month** how many times has your child gone to a public library?

0	1	2	3	4	5	6	7	8	9	10+

9. In the last month how many times have you participated/helped out in your child's school?

0	1	2	3	4	5	6	7	8	9	10+

10. In the last month how many times have you hung up or displayed your child's reading and writing efforts?

0	1	2	3	4	5	6	7	8	9	10+

11. In the last month how many times have you bought or borrowed books for your child?

0	1	2	3	4	5	6	7	8	9	10+

12. (*Please circle only one.*)
I expect my child to finish at least:

6th grade	9th grade	high school	2-year college	4-year college

Learner Interview (ESL)

Name ____________________ Date __________

Interviewer________________ ( ) Pre-test
( ) Post-test

Introduction

We want to find out how well this program is doing, so we are interviewing a selection of the people who come here. I'm going to ask you some questions about reading and writing in English, and other things to do with your education and the way you use it.

Practices

I'm going to ask you about your reading and writing in English. What do you read and write in English in a normal week?

(*Prompt*: "What else do you read and write in English?" *Continue to ask this until the learner can't think of any more examples.)*

(Thank the learner and read back what you have written to confirm the response.)

Beliefs

1. How good are you at English?

   Why do you think so?

   (Thank the learner and read back what you have written to confirm the response.)

2. When you do not understand an English word or paragraph, what do you do?

   (Thank the learner and read back what you have written to confirm the response.)

Plans

Now I am going to ask you about your plans for the future.

1. What do you plan to do in the next year?
   (*Prompt:* Is learning English part of these plans?)

(Thank the learner and read back what you have written to confirm the response.)

2. What do you plan to do in the next 5 years?
   (*Prompt*: Is learning English part of these plans?)

(Thank the learner and read back what you have written to confirm the response.)

ESL Benchmarks and Ratings
Beginner Level

Learner Name________________________ Date of Rating __________

Teacher Name ________________________

For each item, rate the learner:

3 = can do this as well or nearly as well as a native speaker
2 = can usually manage to do this, but sometimes has trouble
1 = can only sometimes manage to do this adequately
0 = cannot do this

Grammar

( ) **Simple present tense:** affirmative simple present tense for *to be* and *do*, and negative simple present tense for *to be* and *do*, and **present progressive** with common verbs (e.g., *I am singing.*)

( ) **Questions**: *Wh* questions (i.e. *where, what, who when, why*, and *how)* and *yes-no* questions for *to be* and *do*.

( ) **Pronouns**: subjective personal pronouns (i.e., *I, you, he, she, it, we* and *they*), objective personal pronouns (i.e. *me, him, her, us* and *them.*), and demonstrative pronouns singular and plural *(i.e. this, that, these,* and *those)*

( ) **Nouns**: singular and regular plural (e.g. *book(s), boy(s), house(s)*, etc.)

Writing/Reading: Have the student write about a picture or a question. Have each student read his or her story.

( ) Writing

( ) Reading

Listening/Speaking: Be able to reply to a question asked by the teacher, (e.g., *What did you do last night?)* and continue a conversation with the teacher.

( ) Conversation

Vocabulary

Basic vocabulary in the following categories:

( ) Body parts, cosmetics, toiletries, and clothing

( ) Actions: home, school, exercise; common verbs in present tense (e.g. *be, have, read, want, go, like*, etc.)

( ) Health/sickness, foods and meals

( ) The family, names of furniture, and house parts

( ) Numbers 1 - 100, ordinal numbers (e.g. *first, second*, etc.), and time and place prepositions (e.g. *around, after, behind*, etc.)

Life Skills

( ) Personal and social identification -- briefly describing feelings about work or other life areas, giving name, address, telephone number, and naming home country and native language.

( ) Expressing feelings -- stating personal positions, e.g. likes, dislikes, angry, sad, happy, etc.

( ) At the post office -- being able to address envelopes, give return address, buy stamps, ask about prices, mail letters in the appropriate slot.

( ) Getting a driver's license -- being able to read and interpret road signs and briefly describing key points such as 'NO TURN ON RED,' 'FLASHING LIGHTS,' etc.

( ) Time -- Calendar time (days of week and months), clock time, and relevant preposition (e.g., next, last, before, after, once a week).

( ) Weather terms -- naming seasons in order, describing daily and seasonal weather (e.g. cloudy, sunny, cold, thunder, lightning).

ESL Benchmarks and Ratings
Intermediate Level

Learner Name______________________ Date of Rating __________

Teacher Name ______________________

For each item, rate the learner:

3 = can do this as well or nearly as well as a native speaker
2 = can usually manage to do this, but sometimes has trouble
1 = can only sometimes manage to do this adequately
0 = cannot do this

Grammar

( ) **Past tense**: regular (e.g., *walked, hoped, liked, watched, wanted, listened,* etc.), irregular (e.g., *went, did, saw, ate, began,* etc.), and *Use to* structure.

( ) **Future tense**: with *will, shall* (e.g. *I will leave tomorrow.),* with *going to* (e.g. *I am going to leave tomorrow.*), and with *to be -ing* (e.g. *I am leaving tomorrow.*).

( ) **Adverbs**: frequency adverbs (e.g., *always, often, sometimes, seldom,* and *never*) and adverbs with *-ly* (e.g., *quickly, slowly, nicely, beautifully),* and **comparatives** (e.g., *taller, tallest, more, most, etc.).*

( ) **Passive voice** with *was* and *were* , and **past participle** for regular and irregular verbs (e.g., *I have eaten the cereal.)*

( ) **Modals** *should, would, could,* and *ought to,* and **subjunctive mood** (i.e. *if* statements)

Writing/Reading:

( ) Writing: be able to write an English paragraph to convey the intended ideas in a clear manner

( ) Reading: be able to read material in English on at least a 4-5 grade level and to comprehend the basic meaning of the material

Listening/Speaking:

( ) Be able to pronounce English words in a clear and understandable manner

( ) Be able to carry on a conversation with classmates and native English speakers outside the classroom

Vocabulary

Increases English vocabulary steadily in the following categories:

( ) Body parts, cosmetics, toiletries, and clothing

( ) Actions: home, school, exercise; common verbs in present tense (e.g. *be, have, read, want, go, like*, etc.)

( ) Health/sickness, foods and meals

( ) The family, names of furniture, and house parts

( ) Numbers 1 - 100, ordinal numbers (e.g. *first, second,* etc.), and time and place prepositions (e.g. *around, after, behind,* etc.)

Life Skills

( ) Social/Personal Identification: be able to express opinion about community issues, and participate in conversation relating to current event topic

( ) Transportation/Travel: be able to ask and answer questions, read about and compare transportation schedules, give and follow street directions, use the vocabulary of public transportation, read road signs and maps

( ) Grocery: be able to interpret grocery ads, and find and use coupons

( ) Shopping: be able to return an item that is not satisfactory to the store

( ) Television: be able to understand TV commercials

( ) Telephone: be able to use phone to make appointments, change or cancel appointments, call for information, or report something

Appendix to Workshop I

Appendix to Workshop I

Invitation Letter - 1

Agenda - 1

Running Order - 1

To Do List - 1

(date)

Dear

The evaluation of Indiana ABE programs is entering its third phase, and your program is one of six involved in this comprehensive evaluation process. If you attended the preliminary meeting in May, you will already know something about how the evaluation is to be organized, but here is a brief reminder.

From each program, two teachers (yourselves) will take a lead in the gathering of data on learner achievement, and will also help to evaluate another program, making site visits and writing reports on your paired program. You will be trained to do this at a series of three workshops, held between now and December.

Please find enclosed an agenda for the first workshop, which takes place at (location) on

(date).

We look forward to seeing you there. If you have any questions before that, give me a call on (telephone).

Sincerely yours,

Evaluating Indiana ABE Programs

First Workshop for Evaluation Phase Three

(date) (start and finish times)

(location)

AGENDA

1. Introductions, Outline of Evaluation Procedures

2. Overview of Evaluation Handbook

3. Formative and Summative Evaluation

   Interviewing instructors and learners

4. Assessment of Learner Achievement

   Learner interview — video

5. Timetable for Site Visits and Workshops*

*** Please bring your calendars**

Evaluation of ABE Programs: Phase Three

Workshop I - Running Order

(Used by Workshop Facilitators)

1. Introductions, Background	9:00
2. Overview of Handbook structure - Skim Workshop I for orientation	9:30
Break	10:00
3. Formative and summative (define, detail)	10:15
4. Formative Interview: demonstration (mentors) ---> pairs using Formative Interview (mentors listen in)	10:45
Lunch	11:45
5. Learner Achievement (lists of indicators + guidelines)	1:15
6. Mentors - Learner questionnaire and interview (talk through in groups)	1:45
Break	2:30
7. Show video	2:45
8. Timetable, etc *(distribute To-Do list, data packs)* Date for Second Workshop Dates for First Site Visits (paired programs)	3:15
	3:30

Evaluation of ABE Programs: Phase Three

To Do List-1

Right now

1. Recruit additional data-gatherers (other instructors, para-professionals), give them their "Data Gathering" pack, show them the video and explain procedures to them

2. With their help, begin gathering pre-test data on learners:
    - learner questionnaire
    - learner interview
    - adult learning plans
    - teacher checklists (ESL)

3. Start recording instructional hours for each learner

4. Call your mentors each week with the number of learners tested. It is important to do this regularly so that any difficulties can be dealt with promptly.

During First Site Visits (to be completed **by September 24**)

1. Formative interviews with instructors (4), learners (8) and program director

2. Check record-keeping of paired program, including a sample of learner folders

(date)

Dear ,

Phase Two of the ABE evaluation

I enjoyed meeting you at the workshop yesterday, and I believe that we made a good start toward making this a successful evaluation. I enclose a copy of the address list compiled from the information you gave me at the workshop. Please check it for errors and omissions, and let me know of any amendments as soon as possible. There will be a second edition once I have details to go in the gaps.

It was good to see several program directors sitting in on the workshop yesterday, to find out just what is involved in the gathering of learner data. I would like to take this opportunity to remind directors of their own workshop on

(date, time, location).

This will concern procedures for filling out the program rating scales, which will form a second part of the program evaluation. (Would evaluators please bring this section to the notice of their director.)

I trust that your first site visits will go well, and I look forward to meeting with you again on (date).

All the best,

Workshop II

Workshop II: Formative Report, Classroom Observation

Appendix to Workshop II

Workshop II:
Formative Report, Classroom Observation

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Debriefing Checklist

This checklist is used to assess how the evaluation process has gone so far. In order to solve the problems you might have encountered while using the information and instruments we provided, we need to know to what extent you are familiar with the project, and how you feel about using the instruments covered in Workshop 1.

General

Number of learners - how many per group?

Sufficient learner hours:

- for post-test after 40-50 hours by December?

Personnel and time for testing - adequate?

Low-level learners - inappropriate assessment?

Specific

- First site visit
  - Formative Interviews
- Learner pre-test
  - Shared Indicators
    - Learner Questionnaire
    - Learner Interview
    - Adult Learning Plans
    - ESL Benchmarks
- Additional Indicators

Formative Evaluation

The purpose of formative evaluation is to learn how the program is working. As part of this evaluation, you will write a Formative Report for the director of your paired program. The report will serve as the basis for discussion during your second site visit and provide assistance to the director in making any needed changes. When completed, the report will remain on file only with the program director. It will not become part of the materials that are submitted to the state at the completion of this evaluation.

In this workshop, you will organize the information gathered during Formative Interviews and use it to write a report that provides advice and recommends changes to program providers. The forms on the following pages are designed to assess the interview responses of program providers (i.e., directors and teachers) and learners. These participants were asked about:

- program goals,
- resources,
- instructional process, and
- impact.

Analysis of responses can reveal where discrepancies exist about major goals or where resources are insufficient to meet goals. Early warning about such problem areas can allow program directors to adapt their programs. More detailed aspects of the above four dimensions are listed below:

Program goals (Areas of agreement and discrepancy)

- purposes, goals, objectives
- important things to do

Resources (Are resources sufficient for goals?)

- assessment of materials and facilities
- personnel training and experiences
- effectiveness of the instructor
- allocation of learner time
- materials for diagnosing and testing learners
- record keeping

Process (Does the way teaching occurs match the goals?)

- time spent in class

Impact (Do results match goals?)

- goal attainment
- identification of the mastery of objectives
- learning progress

The remaining sections of this workshop are intended to assist you with writing the Formative Report. These include:

- the Formative Report Example,
- the Formative Report - Focus,
- the Organizer for Formative Report, and
- the Formative Report itself.

The "Example" should give you an idea of the format and content of the Formative Report. Don't hesitate to refer to it when writing your report. The "Focus" section lists the key ideas you should think about when analyzing your interview notes, and the Organizer simply provides space to record and collate your notes. Finally, the "Formative Report" is a form which contains the report headings and introductory sentences for each section. Use it to type your report. A copy of the report form is also available on disk, if you prefer to use a word processor.

Formative Report Example

The examples on the following pages are taken from formative reports written during the evaluation of other ABE programs. These examples provide a sense of the style that your formative report should utilize. As you read them, look at the structure of the comments.

1. A brief introduction, describing the questions asked in interviews, is provided with each heading.
2. The program's strengths in this particular area are described.
3. Discrepancies or problems uncovered, if any, are stated clearly.
4. The statements of strengths and weaknesses are supported by summaries of the answers given by each group.
5. Quotes and paraphrases of answers (taking care to avoid mentioning names or specific job titles that might identify individuals) are provided to add further support.
6. The Conclusion section summarizes problem areas and makes recommendations to correct any discrepancies uncovered. The final paragraph of the report reminds readers of the positive points of the ABE program.

Formative Report

Program: Example **Date:** April, 1992

Evaluators: A, B and E

Introduction

The aim of this report is to provide constructive feedback to the Example program with regard to the formative interviews conducted with the director and a sample of teachers and learners at the program. The interviews covered the areas of the program's goals, resources, instructional process, and impact. This report summarizes the extent to which providers (i.e., the director and teachers) and learners were in agreement about these areas and considers any discrepancies between respondents. It also looks at the match between goals, on the one hand, and resources, methods and results on the other.

Goals: 1. Purposes and Objectives

Program providers and learners were asked what they considered to be the main purposes, goals and objectives of the program. If they mentioned several goals, they were asked to rank them in order of priority.

All interviewees agree that the program's purpose is to provide life skills to meet the varied goals of adult education students. Providers stressed giving students confidence, increasing self-worth and self-esteem. The director states that the objective is to reach as many people as possible. One teacher states that a goal is to work with the target population, while another teacher cites a similar view expressing, "this gives a second chance for students that have dropped out because of hardships or other problems."

Four learners viewed the objectives as helping everybody in the community get more educated. All learners cited purposes as improving job skills, better employment and improving skills such as reading and writing.

Thus, in consensus, the overall views of the providers and learners are uniformly coherent.

Goals: 2. Important things for an instructor to be doing.

Interviewees were asked what they thought were the most important things for an instructor to be doing.

The providers all felt that classroom environment and class format should be conducive to the students' self-esteem and self-motivation. It should be interesting and informative to encourage students to work toward their goals. Personal attention by the teacher to the learner is important.

Learners felt the availability of the instructor to attend to an individual's needs was necessary. One learner mentioned "goals" or future plans while another mentioned that building a person's self-confidence was necessary.

In summary, the providers feel that individual attention to each student's needs is very important, but tend to have a more comprehensive view of the program delivery in the classroom. Learners are primarily concerned with individual attention to their needs.

Resources: 1. Materials and facilities

All interviewees were asked for their assessment of the materials and facilities available to them in the program.

The providers' comments on materials ranged from adequate to plentiful, although some felt that more could be used. For example, one teacher stated that his classroom contains only two copies each of math, science, English and spelling books. The director cited the need for more variety and for more computers. The learners mentioned a range of materials available to them including books, other printed materials and computers.

The providers cited the facilities as adequate and accessible; some sites were "excellent." However, the downtown location is not accessible to the handicapped, has no heat, except for a portable heater that the instructor must transport, and no phone facilities. Learners commented positively about locations and space and felt the rooms functioned as normal classrooms, although some specific details such as no phone, the need for more "direction" at the entrance, or the desire for refreshments were mentioned. In a few instances the learners cautioned that, while adequate for space at present, a higher enrollment could create more crowded conditions.

Resources: 2. Instructors

Providers were asked what training and experience they had that related to their job. Learners were asked how effective they thought their instructor was, and they were asked to give their reasons.

All providers have a B.S. or M.S. degree, with either one or both being in the field of education. All providers have teaching experience in adult education. Three years teaching ABE/GED is the least amount of teaching experience. One teacher, specifically, has twenty years of experience working with adults.

Learners agree that teachers explain problems on a one to one basis when needed. The main emphasis from learners was that the teachers showed interest in student progress and always had time for student needs. One learner states, "the instructor explains everything in more than one way to facilitate comprehension."

Certification, training and experience of the providers correlate in good, positive learning environments for the students.

Resources: 3. Allocation of learner time

Providers were asked what percentage of learners' class time should be spent on listening, speaking, reading and writing. They were also asked how out-of-class time should be spent.

The providers were in close agreement as to how in-class learner time should be spent. The largest variation was that one teacher felt that 10% of a student's time should be spent on writing as opposed to 40% as stated by another teacher. The director stated that each student has his/her own needs, and therefore a percentage cannot be allotted to each student. Teachers seem to instruct each class period broken down into specific time allotments of reading, writing, speaking and listening.

Students cannot take books home. Therefore one teacher recommends that the students read and apply what they have read during class time. One instructor said it was hard for students to find the time to do outside work. All but one of the instructors stated that reading was encouraged outside of class. Use of the library and reading the newspaper were given as possible uses of time outside of class.

Formative Report Example

Resources: 4. Learner evaluation and record keeping

Providers were asked about materials for diagnosing and testing learner abilities. They were also asked how records are kept and what use is made of them.

The director and all the instructors state that primarily TABE and CASAS tests are used, with other forms of tests used occasionally. Although implied, it is not stated that the tests are used to write assignments or lesson plans for students' Adult Learning Plans.

The director sees attendance records and registration information as necessary for state funding and demographics for grant writing. Obviously, instructors view tests more as indicators of students' progress and/or the need for remediation.

Again, a somewhat different perspective exists depending upon the opinions of the director or instructors and their respective roles in adult education.

Instructional Process: Time spent in class

Instructors and learners were asked to describe how they spent their time during the last class period. They were asked for estimates of time spent on activities such as listening, speaking, reading and writing, and whether work was individual or in groups.

Instructors' responses as to the amount of time spent on listening, speaking, reading and writing activities varied. Listening and speaking, combined, ranged from 25-50%. Reading and writing ranged from 35-50%. As well, time spent on computerized instruction and individual assignments ranged from 30-50%.

Learners spent time on a range of activities from exclusively one subject (3 hours on math) to a mixture of activities including newspapers, computers, speed reading, etc. These activities included learning experiences that dealt with the students' individual needs and goals.

Formative Report Example

Impact: 1. Goal attainment

Providers were asked how they could tell when they were achieving program goals.

The director and two teachers indicated that passing the GED shows achievement in program goals. All were in agreement that achieving students' personal goals were meeting program objectives, thus indicating that life skills may indeed be an integral part of this program.

The director felt that meeting grant application goals was one way of showing that program goals were being met. Instructors, on the other hand, felt that individual conferences, checking assignment sheets and post testing were indicators of reaching program goals.

It might be fitting to discuss program goals in order for all to have a more comprehensive knowledge of the overall program operation.

Impact: 2. Objectives mastery and learning progress

Providers were asked how they knew when a learner had mastered the objectives of instruction. Learners were asked how they could tell when they were learning what they should, and then were asked how much they had learned so far.

Teachers assess progress and mastery not only through formal tests but also through observation, student expression of self satisfaction, skills, mastery, being a successful GED candidate, etc. Students likewise did not mention tests as a measure of their progress, but rather saw skills mastery and their life applications as indicative of progress.

Obviously, students are gaining the perspective that what they are learning can be applied to their day to day roles in life.

Formative Report Example

Conclusion:

The providers and learners all agree that overall facilities are excellent with the one exception of the downtown class that needs improvement in areas of accessibility, heat and phone facilities. Learning might be more conducive if some means of refreshment were available to the students.

Providers agree that materials are adequate, but a larger variety and more of them are needed for the one classroom mentioned above. As well, computers would be exciting learning tools for this situation.

In order to determine what evaluation and other records are necessary and the proper use of each, a review with all providers might be beneficial. Depending upon each individual's role in the program, the director has a broader view than the instructors in these two areas. As well, discussion among the director and the instructors in regard to the use of class time on activities that involve reading, writing, listening and speaking would enhance understanding for all in the intricacies of classroom practice.

A very strong component that is evident is that the providers excel in helping students apply life skills learning to their daily activities. For example, learners are encouraged to use out of class time on personal improvement activities such as reading and using the library.

Learners spend time on a variety of activities, but both instructors and learners feel that individual attention is an important part of learning and increasing self-esteem. Learners were very complimentary of their instructors and the program. In turn, all providers portrayed a caring and friendly atmosphere toward the program and the students.

Formative Report - Focus

On the following pages are two forms to help you organize and write up your formative evaluation report. The purpose of this report is to compare the areas of agreement and discrepancy in the opinions of learners, instructors and the program director about the program's goals, resources, process and impact. In addition, the report should illustrate how closely the program's resources match its goals.

The first form is the Organizer for Formative Report. This contains the questions that you asked in the Formative Interviews, with enough space to record or summarize the comments of all interviewees together. This will make it easier for you to compare responses to each question, and note areas of agreement and discrepancy.

The second form is the Formative Report itself. In this, the questions from the Formative Interviews are addressed as report headings, but still follow the structure of the Organizer. Thus, each section of the Report relates directly to a section (or sections) of the Organizer, which helps you to obtain a clear view of the areas of agreement and discrepancy among the interviewees.

Below are the key ideas for you to start organizing answers to each question in the Organizer for Formative Report. The questions here match those in the Formative Interviews. In cases where learners and providers were asked the same question, questions have been combined.

Goals

Key: L = Learners only; P = Providers only; L, P = Learners and Providers

1. *L, P:* What do you consider to be the main purposes, goals, and objectives of the ABE program? (If several are mentioned, include priority rankings.)
    - what kind of goals
    - long-term vs. short-term goals
    - target populations

2. *L, P:* Given the situation you find yourself in, what do you think are the most important things for an instructor to be doing?
    - understanding of learners' needs
    - selection of materials
    - teaching style/experiences
    - classroom management
    - expertise on subject

Key: L = Learners only; P = Providers only; L, P = Learners and Providers

Resources

1. *L, P:* What is your assessment of the facilities here?
    - space
    - quantity
    - suitability
    - accessibility
    - storage

2. *L, P:* What materials are used in this class? What do you think of them?
    - organization
    - design
    - adequacy
    - quantity
    - level of difficulty
    - accessibility

3a. *P:* What training and experience do you have related to this job?
    - professional training/credentials
    - work experience
    - on-job/class training

3b. *L:* How effective is your instructor and why do you think so?
    - knowledge of subject
    - personality
    - teaching style

4. *P:* What percentage of the learners' time in class should be spent on each of the following activities?
    % Listening % Speaking % Reading % Writing
    - lecture
    - discussion
    - group work
    - individual work

5. *P:* How should out-of-class learner time be spent?
    - practice out of class
    - home reading
    - life skills, etc.

6. *P:* What materials are used for diagnosing and testing learner abilities?
    - accurate diagnosis
    - match between test and learning/instruction
    - ease of use and interpretation

Key: L = Learners only; P = Providers only; L, P = Learners and Providers

7. *P:* How are records kept and what use is made of records?
    - details about individual students
    - accessibility of records
    - follow-up or promotion

Instructional Process

1a. *P (Instructors only)* : Please describe how the learners spent their time in your class last period.

% Listening % Speaking % Reading % Writing

- lecture
- discussion
- group work
- individual work

1b. *L:* Please describe how you spent your time last class period.

% Listening % Speaking % Reading % Writing

- lecture
- discussion
- group work
- individual work

Impact

1. *P:* How do you tell when you are achieving program goals?
    - test results
    - learner feedback
    - overall learner success

2a. *P:* How do you know when a learner has mastered the objectives of the instruction?
- test results
- learner feedback
- overall learner success
- completion of stated goals

2b. *L:* How do you tell when you are learning what you should? How much have you learned so far?
- teacher confirmation
- completion of stated goals
- application outside class

Other

L, P: Is there anything else you'd like to add?
List any information not covered earlier.

Organizer for Formative Report

The following pages list the questions asked during Formative Interviews with space to record the responses of different interviewees. One or two pages of space are provided for each question.

Just how you use the Organizer is up to you. You may want to transcribe the interview responses exactly, or you may want to begin the process of summarizing as you bring them together. This is a matter of personal choice. The order and numbering of the questions in the Organizer follow those in the Formative Interview - Providers.

ORGANIZER FOR FORMATIVE REPORT

Goals

1. **Learners, Providers:** *What do you consider to be the main purposes, goals and objectives of the ABE program?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Goals 1. (continued)

1. ***Learners, Providers:*** *What do you consider to be the main purposes, goals and objectives of the ABE program?*

Learner 1:

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Learner 2:

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Learner 3:

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Learner 4:

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Learner 5:

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Learner 6:

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Learner 7:

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Learner 8:

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Goals 2.

2. **Learners, Providers:** *Given the situation you find yourself in, what do you think are the most important things for an instructor to be doing?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Goals 2. (continued)

2. ***Learners, Providers:*** *Given the situation you find yourself in, what do you think are the most important things for an instructor to be doing?*

Learner 1:

Learner 2:

Learner 3:

Learner 4:

Learner 5:

Learner 6:

Learner 7:

Learner 8:

Resources 1.

1. ***Learners, Providers:*** *What is your assessment of the facilities here?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Resources 1. (continued)

1. ***Learners, Providers:*** *What is your assessment of the facilities here?*

Learner 1:

Learner 2:

Learner 3:

Learner 4:

Learner 5:

Learner 6:

Learner 7:

Learner 8:

Resources 2.

2. **Learners, Providers:** *What materials are used in this class? What do you think of them?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Resources 2. (continued)

2. ***Learners, Providers:*** *What materials are used in this class? What do you think of them?*

Learner 1:

Learner 2:

Learner 3:

Learner 4:

Learner 5:

Learner 6:

Learner 7:

Learner 8:

Resources 3a.

3a. **Providers:** *What training and experience do you have related to this job? (Formal training, [degrees, licenses], informal training and years of experience.)*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Resources 3b.

3b. ***Learners:*** *How effective is your instructor and why do you think so?*

Learner 1:

____

____

Learner 2:

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Learner 3:

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Learner 4:

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Learner 5:

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Learner 6:

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Learner 7:

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Learner 8:

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____

Resources 4.

4. **Providers:** *What percentage of the learners' time in class should be spent on each of the following activities?*
% Listening % Speaking % Reading % Writing
(Focus on learner activities, not teacher activities.)

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Resources 5.

5. ***Providers:*** *How should out-of-class learner time be spent?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Resources 6.

6. **Providers:** *What materials are used for diagnosing and testing learner abilities?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Resources 7.

7. **Providers:** *How are records kept and what use is made of records?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Instructional Process 1a.

1a. ***Providers*** *(Instructors only): Please describe how the learners spent their time in your class last period.*

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Instructional Process 1b.

1b. ***Learners:*** *Please describe how you spent your time last class period.*

Learner 1:

Learner 2:

Learner 3:

Learner 4:

Learner 5:

Learner 6:

Learner 7:

Learner 8:

Impact 1.

1. ***Providers:*** *How do you tell when you are achieving program goals?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Impact 2a.

2a. ***Providers:*** *How do you know when a learner has mastered the objectives of the instruction?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Impact 2b.

2b. ***Learners:*** *How do you tell when you are learning what you should? How much have you learned so far?*

Learner 1:

Learner 2:

Learner 3:

Learner 4:

Learner 5:

Learner 6:

Learner 7:

Learner 8:

Other

Learners, Providers: *Is there anything else you'd like to add?*

Director:

Instructor 1:

Instructor 2:

Instructor 3:

Instructor 4:

Other (continued)

Learners, Providers: *Is there anything else you'd like to add?*

Learner 1:

Learner 2:

Learner 3:

Learner 4:

Learner 5:

Learner 6:

Learner 7:

Learner 8:

Guidelines for Writing Formative Report

The Formative Report is a record that program directors and evaluators can use to compare areas of agreement and discrepancy in the opinions of learners, instructors and the program director. The report should also illustrate how closely the program's resources match its goals. Similar to the Organizer, the report comprises four sections: Goals, Resources, Instructional Process and Impact. In addition, the Conclusion section summarizes major findings, and recommends corrective actions.

As you write your report, structure your comments according to these guidelines:

1. Describe the program's strengths in this particular area.

2. Explain discrepancies or problems uncovered, if any.

3. Support your explanation further with summaries of the answers given by each group.

4. Use quotes and paraphrases of answers (taking care to avoid mentioning names or specific job titles that might identify individuals) to add further support and illustrate your example.

5. Use the Conclusion section to summarize problem areas and recommend corrections for any problems uncovered during formative interviews. In the final paragraph of the report, remind the reader of the positive points of the program.

In order to condense information about resources and to concentrate on the relationship between goals and their realization, some responses have been combined under one heading in the report.

- Facilities and Materials (#1 and #2 in Organizer) have been combined to #1, Materials and Facilities under Resources.

- Instructors (#3a and #3b in the Organizer) have been combined to #2, Instructors under Resources.

- In-class and out-of-class learner time (#4 and #5 in Organizer) have been combined to #3, Allocation of learner time under Resources.

- Diagnosing/testing and record keeping (#6 and #7 in Organizer) have been combined to #4, Learner evaluation and record keeping under Resources.

- Impact, "How do you know when a learner has mastered ....," and "How do you tell when you are learning ..." (#2a and #2b in the Organizer) have been combined to #2, Objectives mastery and learning progress under Impact.

On the following pages is a blank report form with introductions for each heading already provided. If you prefer to use a word processor, the form is also available on disk. Please ask the facilitator for a disk copy.

Formative Report

Program: **Date:**

Evaluators:

Introduction

The aim of this report is to provide constructive feedback to the ____________________ program with regard to the formative interviews conducted with the director and a sample of teachers and learners at the program. The interviews covered the areas of the program's goals, resources, instructional process, and impact. This report summarizes the extent to which providers (i.e., the director and teachers) and learners were in agreement about these areas and considers any discrepancies between respondents. It also looks at the match between goals, on the one hand, and resources, methods and results on the other.

Goals: 1. Purposes and Objectives

Program providers and learners were asked what they considered to be the main purposes, goals and objectives of the program. If they mentioned several goals, they were asked to rank them in order of priority.

Goals: 2. Important things for an instructor to be doing.

Interviewees were asked what they thought were the most important things for an instructor to be doing.

Resources: 1. Materials and facilities

All interviewees were asked for their assessment of the materials and facilities available to them in the program.

Resources: 2. Instructors

Providers were asked what training and experience they had that related to their job. Learners were asked how effective they thought their instructor was, and they were asked to give their reasons.

Resources: 3. Allocation of learner time

Providers were asked what percentage of learners' class time should be spent on listening, speaking, reading and writing. They were also asked how out-of-class time should be spent.

Resources: 4. Learner evaluation and record keeping

Providers were asked about materials for diagnosing and testing learner abilities. They were also asked how records are kept and what use is made of them.

Instructional Process: Time spent in class

Instructors and learners were asked to describe how they spent their time during the last class period. They were asked for estimates of time spent on activities such as listening, speaking, reading and writing, and whether work was individual or in groups.

Impact: 1. Goal attainment

Providers were asked how they could tell when they were achieving program goals.

Impact: 2. Objectives mastery and learning progress

Providers were asked how they knew when a learner had mastered the objectives of instruction. Learners were asked how they could tell when they were learning what they should, and then were asked how much they had learned so far.

Conclusion:

Guidelines for Classroom Observation

Purpose:

As part of the evaluation, you will visit your paired program to conduct observations of ABE classes and ESL classes (when applicable). Plan to observe 4 to 5 classes, to get a sense of practices that are typical of classrooms at this program. You will use this information to write the section of the Summative Report which describes the group evaluated. This part of the report includes such information as class sizes, room arrangement, materials and equipment available, and types and timing of activities.

In later sections of the Summative Report you will also be able to link gains in learner achievement with the classroom activities you have observed. For example, a description of classroom practices regarding group work on percents might be used to provide evidence for the improvement learners make in math, as revealed during pre-tests and post-tests.

While observing classes, there are several things you should keep in mind:

1. Identify and categorize student activities (e.g., reading, writing, individual work, group work, etc.).
2. Identify and categorize teacher activities (e.g., lecture, discussion, individual help, etc.).
3. Track amount of time teachers and students spend on activities.
4. Record additional comments.

Process:

On your second site visit, you will visit classrooms in session for the period of one hour each. Spend the first part of the hour observing general activities of the entire class, and the remaining time making more detailed observations of the teacher(s) and five learners who appear to be typical of learners in this class. Introduce yourself to the teacher(s) and show them the observation form you will be using.

I. General Observation (10 minutes)

Spend approximately 10 minutes conducting a general observation of the classroom. Document the general types of activities being performed by the teacher(s), aids, and students under the section titled, "General Observation". Also spend this time deciding which five learners should be observed more closely (see section II for more details). You may wish to make a brief comment on the room and equipment. You may use the abbreviations provided on the form to record the information. An example follows:

General Observation - Example

You may use the following abbreviations to make recording easier.
Lis = Listening Rdg = Reading Wri = Writing Sp = Speaking
Lec = Lecture Dis = Discussion Gr = Group Ind = Individual

===

I. General Observation (10 minutes)

Teacher: *#=1, Lec with small Gr - writing complete sentences*

Teacher's aid: *#=1, Ind assistance with computer*

Students: *#=15; 3 - computer; 7 - small Gr Lis and Wri; 3 - Ind Rdg; 2 - Gr math*

Room/Equipment: *large; comfortable; student desks; 2 chalkboards on wall; bulletin board; computer lab*

II. Small Group and Instructor Observation (40-45 minutes)

Next, you will focus on five (5) learners and the instructor(s) for the rest of the observation. You should choose five students you believe are typical learners in the class and those who will not be made too uncomfortable by your presence. Choose learners that enable you to record a range of activities. For these students record the types of learning activities and the amount of time they spend reading, writing, listening, and speaking. If the students are involved in activities not related to learning, please record these also. Be as specific as possible in this section. You will also record the actions taken by the teacher(s) and aids. Make note of the time instructors spend lecturing, discussing, and assisting learners in groups and individually. Use an additional sheet of paper if necessary to record all information. An example of an observation follows.

Small Group and Instructor Observation - Example

II. Small Group and Instructor Observation (40-45 minutes)

Learner	*Activities*	*Amt. of Time*
A	*Rdg-GED Soc. Studies Book*	30
	Wri-Soc St. assignment	15
B & C	*Worked together on decimals (Wri, Rdg, & Dis)*	45
D	*Small Gr - Lis to Lec on sentences*	20
	Smoked cigarette, talked to others	25
E	*Small Gr - Lis to Lec on sentences and Wri notes on lesson*	25
	Ind - Rdg and Wri assignment on same	20

Teacher Teacher Aid	*Activities*	*Amt. of Time*
T	*Lec - Small Gr on complete sentences*	25
	Ind assistance as students completed assign.	15
	Wri student records	5
TA	*Ind assistance to students as needed (computer lab, decimals, giving directions)*	45

III. Additional Comments

Your additional comments will complete the picture of the classroom observation. Spend a few minutes talking to the teacher and/or the students you have been observing. Document the types of activities that are part of this program that you may have missed in the short time you have visited. Try to form a picture of what a full class session looks like. You can also record information on the sorts of books and audio and visual materials used. You may ask learners to show and describe the materials and equipment they use. The teacher or aid may describe an ongoing special project in which the learners participate. The following example may help.

Additional Comments - Example

III. Additional Comments

Learners use one chalkboard to practice their math each class session while the teacher uses the other board for group instruction. Bulletin board contains articles on this year's election. A computer lab in one corner of the room is used by students on a rotating basis.

The teacher mentioned that the availability of an aid has allowed her to do many things which were not possible before (i.e., individual instruction, computer-aided instruction, special projects). The teacher stated that most learners in the class were aiming to complete their GED. She also stated that a typical three hour class included a couple of short (15-25 minutes) small group discussions (usually English grammar and math), at least one hour for individual study and one on one assistance, and one full class discussion on current events, science, or composition.

Classroom Observation

Site _________________ **Date/Time** _________________

Class ____

You may use the following abbreviations to make recording easier.
Lis = Listening Rdg = Reading Wri = Writing Sp = Speaking
Lec = Lecture Dis = Discussion Gr = Group Ind = Individual

==

I. General Observation (10 minutes)

Teacher(s):

Students:

Room/Equipment:

==

II. Small Group and Instructor Observation (40-45 minutes)

Learner	Activities	Amt. of Time

239

II. (continued)

Lis = Listening Rdg = Reading Wri = Writing Sp = Speaking
Lec = Lecture Dis = Discussion Gr = Group Ind = Individual

Teacher Teacher Aid	Activities	Amt. of Time

III. Additional Comments

Appendix to Workshop II

Appendix to Workshop II

Invitation Letter - 2

Agenda - 2

Running Order - 2

To Do List - 2

Directors' Guide to Formative and Summative Reports

(date)

Dear ,

Evaluation Workshop 2

Please find enclosed the agenda for Workshop 2, which includes some reminders of what to bring with you on (date). We shall begin with a short discussion on how the evaluation has been going and also look at details of the on-site observation for the second visit, but our main activity will be starting to turn your formative interviews into a formative report.

You will be writing the Formative Report in a standard format, which will be included in the workshop package, but we can also supply this on disk to save you rewriting all the headings. At the workshop, we will have versions in Macintosh Word and IBM WordPerfect. Please find out in advance which will be better for you. If you work in some other program, we may be able to accommodate you, but please call me to see if it is possible (telephone).

Please remember to report in learner numbers to your mentors this week, and then the following week bring up-dated figures to the workshop. I trust that your first site visits went well, and I look forward to meeting with you again on (date).

All the best,

Evaluating Indiana ABE Programs

Second Workshop for Phase Three

(date) (start and finish times)

(location)

AGENDA

1. Overview of Evaluation Handbook

2. Debriefing on the evaluation so far
   (Learner pre-tests, first site visits, etc)

Please bring your latest figures for learners pre-tested (and post-tested, if any)

3. Writing Formative Evaluation Reports

Please bring with you all the Formative Interview responses that you obtained at the first site visit.

4. Program Observation (for Second Site Visit)

5. Timetable for Second Site Visit and Third Workshop

Please bring your calendars

Running Order - 2

ABE Evaluation : Phase Three

Workshop 2 - Running Order

(Used by Workshop Facilitators)

1. Overview (skim Handbook for orientation)	9:00
2. Debriefing (discuss evaluation so far)	9:15
3. Writing Formative Reports (purpose, organizer, form)	9:45
Start on report — grouped in pairs (mentors listen in)	10:15
Break during this	
4. Classroom Observation (purpose, form)	11:15
5. To-Do List - Timetable, etc Date for Third Workshop Dates for Second Site Visits	11:45
	12:00

ABE Evaluation : Phase Two

To Do List - 2

Before Second Site Visit

1. Write up Formative Report and send draft to mentor and office **by October 15.**

2. Revise Formative Report and send copies to director of paired program, mentor and office **by October 29.** With the director's report, include a copy of the "Directors' Guide to Formative and Summative Evaluation".

3. Continue to gather pre-test data on learners.

4. Continue recording contact hours for each learner.

5. Post-test learners as they reach 40 - 50 hours after pre-test.

6. Collect all data on each learner in individual learner folders.

During Second Site Visit (to be completed **by November 30**)

1. On-site observation of ABE (and ESL) classes: choose 4 - 5 classes that include learners in the evaluation.

2. Monitor collection of data on learners.

3. Discussion of Formative Report: evaluators (from paired program) and mentors meet with program director.

Before Third Workshop (to be completed **by December/January??**)

Gather post-test data on **enough** learners:

learner questionnaire
learner interview
adult learning plans
(ESL benchmarks)

Indiana ABE Evaluation

Directors' Guide to Formative and Summative Reports

General

During the course of this evaluation, you will receive two reports from the evaluators of your program. The Formative Report is intended to advise you about how the teachers and learners perceive the program, and let you know of any problems which may interfere with its operation. The Summative Report details the gains made by learners attending the program in the various areas where they have been pre-tested and post-tested.

The Summative Report, together with your self-evaluation and program statistics, will make up a picture of how successful your program is at the present time. A copy of the Summative Report will go on file in the state office, but the Formative Report is seen primarily as an internal document to assist your program.

Formative Report

The purpose of a Formative Report is to give you insights into how your program is working and to bring to your attention possible problems that you may want to address. The report has been written by the evaluators from your paired program: two teachers with the inside knowledge of how an ABE program operates, but viewing your program from the outside.

These evaluators conducted interviews with yourself and a sample of the teachers and learners in your program to discover to what extent program participants have common views, and realistic ones, about the purposes and operation of the program. This was done using a structured interview format that asks participants about the program's goals, resources, instructional process, and impact. The interview questions are intended to reveal areas of agreement and/or discrepancies among the various views of what the program should accomplish. The interviews should also show whether there is a match between goals on the one hand, and resources, methods and results on the other.

After conducting the interviews, the evaluators then collated and compared the responses they received, and wrote their report. This report summarizes the comments of the participants, and highlights areas of strong agreement among interviewees and areas of discrepancy between their views. For areas of discrepancy, the evaluators suggest possible action that the program might take to remedy the apparent problem.

The report is a basis for discussion between yourself and the evaluators. It has been sent to you in advance of the evaluators' second visit to your program, so that you can consider the points that they raise before meeting them. At this meeting, they will discuss with you the areas of agreement and discrepancy that their interviews revealed. You will have the opportunity to clarify any points in the report that require it, and to discuss what action you will be considering to solve any problems that are mentioned.

Summative Report

The purpose of the Summative Report is to show in what ways a sample of the learners in your program has made gains during the 40-50 hours of instruction between their pre-tests and post-tests. This information about learner gains is intended to supplement program statistics and the program ratings that you made in the self-evaluation procedure.

Learners were assessed using questionnaires and interviews that asked about the frequency of their reading, writing and numeracy activities, their ability to read articles and charts, and their beliefs and plans about education. In addition, ESL learners were assessed by their teachers with a checklist of English language competencies.

All of these measures were used as both pre-tests and post-tests, so that a comparison could be made between the learners as they were on entry to your program and those same learners after 40-50 hours of instruction. Learner gains in each area were assessed using the change in the mean score of the group of learners.

The report itself begins with an introductory section describing its purpose and scope, and then there is a brief overview of the classes whose learners are being evaluated. In each following section, the measures and the methods of scoring are described, as well as the areas and particular questions in which your program's learners made gains. The evaluators have also suggested possible reasons for gains (or the lack of gains), using their knowledge of your program acquired during site visits. The report's conclusion highlights general areas of gain and relates them to classroom practices, and may suggest ways in which teaching could be enhanced to achieve gains in other areas in the future.

Workshop III

Workshop III: Coding Learner Data, Summative Report

Appendix to Workshop III

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Summative Report: Introduction

The purpose of this report is to present an overall picture of the areas in which groups of learners in each program have made gains between pre- and post-testing. You will be writing a report for the director of your paired program and the state office. It will form part of the overall summative evaluation of the program together with the program self-evaluation and the statistics gathered by the state office.

After you have scored the learner responses, we will provide you with a statistical analysis which shows where significant gains have occurred. Your report will summarize these and illustrate the gains with quotes from the learner interview, where appropriate, and comments based on your formative report and class observation.

The stages of this process are as follows:

Stage 1

You receive the learner folders for the program you are evaluating. According to the guidelines in this package, score the responses of each learner. Transfer the scores for each group (ABE/GED or ESL) to the recording sheets provided, and send them to us.

Stage 2

We enter the scores into a computer data table, and perform statistical tests to find the questions and areas in which each group of learners has made significant gains. We summarize this information for you on a standard form (an example is in the package), and send it to you.

Stage 3

You use the statistical summary to write your report, according to the guidelines in this package and using the form provided. Send your draft report to us for comment and revise if necessary.

Coding of Learner Data

Guidelines for Data Coding and Analysis: Introduction

During the first workshop, several instruments for evaluating learner achievement were introduced. Changes in learner achievement can be measured by comparing data collected from pre- and post-tests. However, to make this comparison, we need first to code and then to analyze the data. In this section, we provide guidelines for data coding and analysis for the items listed below.

ABE/GED Indicators

- Learner Questionnaire
  Assess learner literacy activities and family literacy.
- Learner Interview
  Elicit learners' practices, processes, beliefs and plans for literacy.
- Adult Learning Plans
  Assess learner goals as "not reached", "reached", or "exceeded".

ESL Indicators

- Learner Questionnaire
  Assess learner literacy activities and family literacy.
- Learner Interview
  Elicit learners' practices, beliefs and plans for literacy in English.
- Adult Learning Plans
  Assess learner goals as "not reached", "reached", or "exceeded".
- ESL Benchmarks and Ratings
  Rate beginning and intermediate learners in the areas of:
    - grammar
    - writing/reading
    - listening/speaking
    - vocabulary
    - life skills

For most of these instruments, record scores, codes and ratings in the left margin next to the learner's response. Then, transfer these scores to the appropriate blanks in the Learner Achievement Recording Forms included in this packet.

The rest of the section contains:

- samples of coded learner responses
- examples of holistic scoring of interview responses
- detailed guidelines for data coding and analysis

PRE or POST

LEARNER QUESTIONNAIRE

Name EXAMPLE Date 1/15/93

Ask the instructor which of these two you should check:

(___) Pre-test
(___) Post-test

Please ***check*** the number of times you have done the following:

1. **In the last 7 days** how many times have you read a newspaper?

5 0 1 2 3 4 [✓ 5] 6 7 8 9 10+

2. In the last 7 days how many times have you read a magazine?

3 0 1 2 [✓ 3] 4 5 6 7 8 9 10+

3. In the last 7 days how many times have you read the following types of books ?

types

mystery: 2 times how-to books: 2 times

a 3 novels: __ times factual books: __ times

b 7 poetry: __ times encyclopedia: __ times

total times

Bible: __ times comic books: 3 times

other types: ____________ __ times

____________ __ times

PRE or POST

Questionnaire: **Practices**

4. In the last 7 days, how many books have you brought into your home, either bought or borrowed?

8 0 1 2 3 4 5 6 7 [✓ 8] 9 10+

5. How many different magazine titles do you have in your home?

2 0 1 [✓ 2] 3 4 5 6 7 8 9 10+

6. When you're waiting in an office, how often do you read magazines?

2 ___ never [✓ occasionally] ___ often ___ always

7. How often do you make a shopping list before you go to the store?

3 ___ never ___ occasionally [✓ often] ___ always

LEARNER INTERVIEW (ABE/GED)

Name EXAMPLE

Date 11/11/92

Interviewer A. BASE

(×) Pre-test

(   ) Post-test

Introduction

We want to find out how well this program is doing, so we are interviewing a selection of the people who come here. I'm going to ask you some questions about reading and math, and other things to do with your education and the way you use it.

Practices

1. Tell me the sorts of things you read and write in a normal week. (*Prompt*: "Can you give me more examples?" *Continue to ask this until the learner can't think of any more examples.)*

4

Bible, Children's books to my kids,
Star magazine, Newspaper couple times
a week

(Thank the learner and read back what you have written to confirm the response.)

2. Tell me the sorts of ways you use Math in a normal week. (*Prompt*: "Can you give me more examples?" *Continue to ask this until the learner can't think of any more examples.)*

2

Work in GED Math book — I'm doing fractions
Compare prices at the grocery store

(Thank the learner and read back what you have written to confirm the response.)

PRE

Process and Ability

Scenario 1: Article

I am going to show you a newspaper article about exercise. I want you to explain to me how you would read it. There are many ways to read. People look at different parts of a page and think about different things when they read. (*Show attached story*: "**Weight-loss Recipes**").

focus
strategy
topic

1. (process question)
   What would you do first, then next, then next?

   I would look at the headline first → F
   F 2 How I would lose weight → T
   I would scan over it → S
   S 2 and look at the weight and calories listed → F
   T 1 If I was interested, I would read it all. → S

   (Thank the learner and read back what you have written to confirm the response.)

Now go ahead and read the article. *(Wait . . .)*
Now I am going to ask you some questions about the article.

2. (factual question)
   If you burn an extra 200 calories a day, how will this change your weight?
   (Answer: I will lose a pound every 2 &1/2 weeks.)

0 I will lose 2 1/2 pounds a week

3. (inference question)
   According to the article, which burns off calories more quickly, vacuuming or shopping?
   (Answer: Shopping)

2 Shopping

4. (application question)
   Suppose you'd like to burn off 200 calories. Describe which of the listed activities and times you could choose.
   (Answer: 2 activities as listed or 1 activity for twice the time.)

Swimming 20 minutes
2
Shopping 28 minutes

258

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PRE

Beliefs

1. How good are you at reading and writing?

About average, I suppose. Maybe better at reading than writing.

Why do you think so?

3

I don't know. I get a lot of words I don't know. That makes me nervous. I get nervous reading at church.

(Thank the learner and read back what you have written to confirm the response.)

2. What are good ways to figure out unknown words or a difficult paragraph?

Read out and get the idea of what the paragraph is about. Look it up in the dictionary.

(Thank the learner and read back what you have written to confirm the response.)

3. How good are you at Math?

Not very good — below average.

2

Why do you think so?

I have difficulty with fractions

(Thank the learner and read back what you have written to confirm the response.)

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LEARNER INTERVIEW (ABE/GED)

Name EXAMPLE

Date 1/15/93

Interviewer A. BASE

☐ Pre-test
☒ Post-test

Introduction

We want to find out how well this program is doing, so we are interviewing a selection of the people who come here. I'm going to ask you some questions about reading and math, and other things to do with your education and the way you use it.

Practices

1. Tell me the sorts of things you read and write in a normal week. (*Prompt*: "Can you give me more examples?" *Continue to ask this until the learner can't think of any more examples.)*

Newspaper. The Bible. I don't really write much.
6 I read a lot of books with my kids, homework
and just books. I do that about every night.
⊕ I read the Star and Enquirer.

holistic

(Thank the learner and read back what you have written to confirm the response.)

2. Tell me the sorts of ways you use Math in a normal week. (*Prompt*: "Can you give me more examples?" *Continue to ask this until the learner can't think of any more examples.)*

3 Do my GED Math, write checks,
⓪ look at grocery prices

(Thank the learner and read back what you have written to confirm the response.)

Post

Process and Ability

Scenario 1: Article

I am going to show you a newspaper article about exercise. I want you to explain to me how you would read it. There are many ways to read. People look at different parts of a page and think about different things when they read. (*Show attached story*: "**Weight-loss Recipes**").

1. (process question)
   What would you do first, then next, then next?

F 1 I would begin at the title ——→ F
S 1 and then read it ——→ S
I would pay attention to what is best to lose weight ——→ T
T 1 Then do it
—

(Thank the learner and read back what you have written to confirm the response.)

Now go ahead and read the article. *(Wait . . .)*
Now I am going to ask you some questions about the article.

2. (factual question)
   If you burn an extra 200 calories a day, how will this change your weight?
   (Answer: I will lose a pound every 2 &1/2 weeks.)

0 You will lose

3. (inference question)
   According to the article, which burns off calories more quickly, vacuuming or shopping?
   (Answer: Shopping)

2 shopping

4. (application question)
   Suppose you'd like to burn off 200 calories. Describe which of the listed activities and times you could choose.
   (Answer: 2 activities as listed or 1 activity for twice the time.)

2 swimming 40 minutes

BEST COPY AVAILABLE

Post

Beliefs

1. How good are you at reading and writing?

4 Pretty good

Why do you think so?

⊕ 1. because it comes easy to me most of the time
2 but I still have difficulty

(Thank the learner and read back what you have written to confirm the response.)

2. What are good ways to figure out unknown words or a difficult paragraph?

⊖ 1. Sound them out
2. Ask for help

(Thank the learner and read back what you have written to confirm the response.)

3. How good are you at Math?

Better than before I started class here

3 Why do you think so?

⊕ Now I can do fractions and decimals.

(Thank the learner and read back what you have written to confirm the response.)

BEST COPY AVAILABLE

PRE or POST

ESL Benchmarks and Ratings
Beginner Level

Learner Name EXAMPLE Date of Rating 11/11/92

Teacher Name E. S. LANG

For each item, rate the learner:

3 = can do this as well or nearly as well as a native speaker
2 = can usually manage to do this, but sometimes has trouble
1 = can only sometimes manage to do this adequately
0 = cannot do this

Grammar

(2) **Simple present tense:** affirmative simple present tense for *to be* and *do*, and negative simple present tense for *to be* and *do*, and **present progressive** with common verbs (e.g., *I am singing*.)

(1) **Questions**: *Wh* questions (i.e. *where, what, who when, why*, and *how)* and *yes-no* questions for *to be* and *do*.

6 (1) **Pronouns**: subjective personal pronouns (i.e., *I, you, he, she, it, we* and *they*), objective personal pronouns (i.e. *me, him, her, us* and *them*.), and demonstrative pronouns singular and plural *(i.e. this, that, these*, and *those)*

(2) **Nouns**: singular and regular plural (e.g. *book(s), boy(s), house(s)*, etc.)

Writing/Reading: Have the student write about a picture or a question. Have each student read his or her story.

(1) Writing

3 (2) Reading

Listening/Speaking: Be able to reply to a question asked by the teacher, (e.g., *What did you do last night?)* and continue a conversation with the teacher.

2 (2) Conversation

Holistic Scoring of Pre- and Post-Interview Responses

Probably the most difficult aspect of scoring the learner responses is connected with making holistic judgments in parts of the Learner Interview. In holistic scoring, you will compare pre- and post-responses to arrive at one score. This score reflects the level of improvement shown in the post-response and is based on a set of criteria which we will supply.

The parts of the Learner Interview that will be scored holistically are:

Practices
- reading and writing practices
- math practices (**ABE/GED only**)

Beliefs
- self, reading and writing
- reading strategies
- self, math (**ABE/GED only**)

Plans
- for next year
- for the next 5 years

On the following pages are selected examples for some of the holistic scores, so that you can see how each scheme is to be applied. The pairs of responses range from those with definite positive change (+), through those with little or no change (0), to those with definite negative change (—). These examples should give you a clearer idea of how each set of criteria operates.

In some cases, another type of scoring scheme is also used for these same responses:

Practices
- reading and writing practices (count of items mentioned)
- math practices (count of items mentioned)

Beliefs
- self, reading and writing (rating of learner responses, scale of 1-5)
- self, math (rating of learner responses, scale of 1-5)

These scores are recorded on the following pages for comparison with the holistic ratings. The two schemes should always be applied independently.

PRACTICES

Q1. Reading and Writing Practices

Criteria for holistic judgments:
Breadth, frequency & difficulty of reading and writing mentioned.
Key: (+) = positive change, (0) = no change, (-) = negative change.

(# pts) = count of items mentioned.

1. (+): Pre (4 pts): Grocery list, 7 bedtime stories a week, write the alphabet for my child, true crime stories.
Post (14 pts): Recipe, street signs, shopping list, labels on food, newspaper, children's book, GED prep book/homework, abc's for son, letters, junk mail/bills, memos at work, books, pattern, cross stitch.

2. (+): Pre (3 pts): Biographies, Bible, Magazines.
Post (10 pts): Bible, gardening magazine, biographies, autobiographies, community newspaper, city newspaper, Sunday school books, daily devotion books, write information on clients, write letters to friends and family.

3. (+): Pre (3 pts): Newspaper, Golf magazine, other magazines.
Post (4 pts): Newspaper, Golf magazine, New Republics, direction material for repainting various items.

4. (0): Pre (7 pts): Bills, checks, grocery list, store ads, street ads, homework, letters from school.
Post (9 pts): Notes to teacher, check book, bills, calendar, TV guide, school work, mail, food packings, street signs.

5. (0): Pre (5 pts): I read the newspaper everyday, pay payments for bills, Reader's Digest, storybooks with my children. I do a lot of reading. Most of writing I do is here at school.
Post (3 pts): I read the paper everyday. Since I started class, I am writing everyday; sometimes I like to read an interesting book.

6. (-): Pre (6 pts): Read books occasionally, magazines, I write poetry and songs, I like to read instructional "how to books", I read a music theory book I have.
Post (6 pts): Write notes, songs, music. Read notes, paper, magazines.

7. (-): Pre (6 pts): Newspaper, the Bible. I don't really write much. I read a lot of books with my kids, homework and just books. I do that about every night. I read the Star and Enquirer.
Post (4 pts): Bible, Star magazine, children's books, newspaper.

8. (-): Pre (3 pts): Newspaper, mysteries, science fiction.
Post (2 pts): Short sections in newspaper, homework from school.

BELIEFS

Q1. Self, Reading and Writing:

Criteria for holistic judgments:
The reasons given for the reported self-image, in terms of literacy abilities, activities and interests.
Key: (+) = positive change, (0) = no change, (-) = negative change.

(# pts) = rating of learner responses, scale of 1-5.

1. (+): Pre (4 pts): Good at reading, OK at writing. I read continuously.
Post (4 pts): I consider myself to be good at reading. I read continuously: books, cereal boxes, papers, letters, anything in my vision. Writing, I would say fair.

2. (+): Pre (none): Well. I would say better at reading than writing. I don't know. I get a lot of words I don't know, that makes me nervous. I get nervous reading at church.
Post (4 pts): Pretty good. (1) Because it comes easy to me most of the time, (2) But I still have difficulty.

3. (+): Pre (4 pts): Not too bad. I really don't know.
Post (5 pts): Pretty good.

4. (+): Pre (2 pts): Below average. It seems that my comprehension is bad. Memory poor.
Post (3 pts): Average, but I'm a slow reader because I'm a word reader.

5. (+): Pre (none): I could use improvement in both. I know so. I'm not up to the standards that I expect myself to be.
Post (4 pts): Good reader, and still improving on writing. I just know so.

6. (0): Pre (5 pts): I'm good at reading because I can read a book and tell others what I have read. I do well at telling a story.
Post (5 pts): I feel I am a good reader because I take the time to reread parts I don't understand.

7. (0): Pre (3 pts): Average reading and writing. I can read and understand most of what I read. If they are harder, I have to take my time.
Post (4 pts): Better than I was. I understand most of what I read.

8. (-): Pre (5 pts): Good. I read well and write good.
Post (4 pts): Good. I can read well, but have a hard time at spelling.

9. (-): Pre (5 pts): I'm at a 12th grade or above level. I've always been very good at reading and writing. I was reading the newspaper at 4 years old.
Post (5 pts): Excellent, because I have always been told so.

BELIEFS

Q2. Reading Strategies:

Criteria for holistic judgments:
A range of strategies, including, in order of importance, context, word structure, dictionary, ask, and sound out.
Key: (+) = positive change, (0) = no change, (-) = negative change.

1. (+): Pre: I look it up in the dictionary.
Post: 1) Try to sound out the word
2) Look for context words
3) Look for words that describe the meaning of the word.
4) Look word up in the dictionary.

2. (+): Pre: Look it up in the dictionary. Record it.
Post: When you come to unknown words, first read the sentence again. However, if that didn't work, you would use a dictionary.

3. (+): Pre: Stop and analyze / work it out.
Post: Look at the text to see if the explanation is there. If not, I will finish the article and probably look the word up in the dictionary.

4. (0): Pre: I think you would sound it out or look it up in the dictionary for the meaning.
Post: Sound it out or look it up in a dictionary.

5. (0): Pre: Skip over the word — read the rest and figure out what word would fit in there.
Post: Skip to the passage and try to find clues to what they might mean.

6. (0): Pre: Try to sound it out.
Post: Try and sound the word out. Plus I suppose that I would feel a little embarrassed.

7. (0): Pre: Read on and get the idea of what that paragraph was about.
Post: 1) Sound them out. 2) Ask for help.

8. (0): Pre: When I come to a word that I do not know, I look and use the words around it and the same with a paragraph to come to a conclusion.
Post: Look at words or paragraph around it.

9. (-): Pre: Search and figure out from the structure of the sentence and try to sound it out.
Post: Sound them out, look them up.

PLANS

For the next 1 or 5 years (both rated in the same manner):

Criteria for holistic judgments:

The clarity, definiteness and detail of the plans mentioned, particularly in relation to reading and education.

Key: (+) = positive change, (0) = no change, (-) = negative change.

1. (+): Pre: No definite plans.
Post: As for now, my long range plans are to continue the direction I'm going, but to be open to new opportunities as they are made available.

2. (+): Pre: I will get more schooling in a trade school.
Post: To be with and help my children; trade school.

3. (0): Pre: I plan on working in a counseling situation with abused children.
Post: To become a social worker and work with either abused children or runaways.

4. (0): Pre: I haven't thought about it. Be able to help my children financially or by example. No long term plans.
Post: I hope to become more confident in making any plans for the future that far ahead. I can tell my children how important it is and I will have it to show them.

5. (0): Pre: To be an LPN. I don't really know what education I will need at this point.
Post: I want to become an R.N. (maybe).

6. (0): Pre: To take care of my family. Basically the education is for my children. I have a 3 year old and a 6 year old.
Post: I hope to teach my children all there is to learn.

7. (-): Pre: I want to put those skills to use at work.
Post: Go into my own business and get very wealthy.

8. (-): Pre: I will have gone to college and I should be working at a hospital as a nurse or aide.
Post: Move to Washington, go to school.

9. (none): Pre: I am retired. GED is for my own satisfaction.
Post: (blank)

Guidelines for Data Coding and Analysis: Details

In addition to holistic comparison of pre- and post-interview responses, you will **record** scores, **code** and **rate** the learners' responses in the following manner.

- Recording scores requires the least effort on your part; just copy down the number given in the learner response.
- To code responses, you will assign a number to each learner response on a scale, which we will provide.
- Finally, you will rate some responses; judge the quality of the response (e.g., poor, average, good) and then assign a number according to the scale provided.

Record scores, codes and ratings in the left margin next to the learner's response. Then, transfer them to the appropriate blanks in the Learner Achievement Recording Forms. In any case where there's no score, record this as a dot (•) on the forms.

On the following pages are two sets of instructions, one for the ABE/GED indicators, and a second set for the ESL indicators. These instructions indicate when you will use each scheme.

ABE/GED Indicators

Learner Questionnaire

Record pre- and post-test responses separately.

Practices

Item #1, #2: Record scores on the scale (i.e. 0-10).
Item #3: a) Count the number of types read.
b) Add up the number of times for all types.
Items #4, #5: Record scores on the scale (i.e., 0-10).
Items #6, #7: Code responses (i.e., 1 = never, ..., 4 = always).

Family

Item #1: Record age (in whole years).
Item #2-#11: Record scores on the scale (i.e. 0-10).
Item #12: Code responses (i.e., 1 = 6th grade, 2 = 9th, 3 = high school, 4 = 2-year college, 5 = 4-year college).

Learner Interview

Record pre- and post-tests separately, except for holistic scores. For the holistic scores, you will compare pre- and post-test responses to arrive at one score. This is discussed in detail below.

Practices

Items #1, reading and #2 math:

1. Make a **holistic comparison** between pre- and post-responses. (Record one score only for each learner, on the post-test):
   - Read pre-response and then post-response.
   - Decide if the post-response is better or worse than, or about the same as, the pre-response.
   - Make holistic judgments according to the following criteria: **breadth, frequency and difficulty** of reading and math practices mentioned.
   - Record changes as follows:
     "+" = better response
     "—" = worse response
     "0" = response about the same (use this one if in doubt).
2. Count the number of items given in each response -- pre and post.

Process Article

Item #1: a) Count the number of points of focus (e.g., title, bold, picture).
b) Count the number of strategies (e.g., skim, form an opinion, summarize).
c) Count the number of topics mentioned (e.g., losing weight, exercise, swimming).
Item #2: Score the answer (0 = wrong answer, 2 = correct answer).
Item #3: Score the answer (0 = wrong answer, 2 = correct answer).
Item #4: Score the answer (0 = wrong answer, 1 = choice made, but does not add to 200 calories, 2 = correct answer).

Process Chart

Item #1: a) Count the number of points of focus (e.g., title, bold, heading).
b) Count the number of strategies (e.g., skim, form an opinion, summarize).
c) Count the number of topics mentioned (e.g., population, age, Indiana).
Item #2: Score the answer (0 = wrong answer, 2 = correct answer).
Item #3: Score the answer (0 = wrong answer, 1 = "rural" or "1.2," 2 = "rural" and "1.2").
Item #4: Score the answer (0 = wrong answer, 1 = "more" with no explanation, 2 = "more" with a correct explanation).

Beliefs

Item #1, Self, Reading and Writing:

1. Rate the self-appraisal, if the learner has made one, on a scale of 1 - 5 (i.e., 1 = poor, 3 = average, 5 = good, using 2 and 4 as needed).

    - If there is no self-appraisal, give no rating.

    - If the learner uses only a comparative term in the post-test (better, improved), rate one point higher than pre-test.

2. Make a **holistic comparison** between pre- and post-responses. (Record one score only for each learner, on the post-test):

    - Read pre-response and then post-response.

    - Decide if the post-response is better or worse than, or about the same as, the pre-response.

    - Make holistic judgments according to the following criteria: the reasons given for the reported self-image, in terms of **literacy abilities, activities and interests**.

    - Record changes as follows:
      "+" = better response
      "—" = worse response
      "0" = response about the same (use this one if in doubt).

Item #2, Reading Strategies:

Make a **holistic comparison** between pre- and post-responses. (Record one score only for each learner, on the post-test):

- Read pre-response and then post-response.
- Decide if the post-response is better or worse than, or about the same as, the pre-response.
- Make holistic judgments according to the following criteria: a **range** of strategies, including, in order of importance, **context, word structure, dictionary, ask and sound out**.
- Record changes as follows:
  "+" = better response
  "—" = worse response
  "0" = response about the same (use this one if in doubt).

Item #3, Self, Math:

1. Rate the self-appraisal, if the learner has made one, on a scale of 1 - 5 (i.e., 1 = poor, 3 = average, 5 = good, using 2 and 4 as needed).
   - If there is no self-appraisal, give no rating.
   - If the learner uses only a comparative term in the post-test (better, improved), rate one point higher than pre-test.
2. Make a **holistic comparison** between pre- and post-responses. (Record one score only for each learner, on the post-test):
   - Read pre-response and then post-response.
   - Decide if the post-response is better or worse than, or about the same as, the pre-response.
   - Make holistic judgments according to the following criteria: the reasons given for the reported self-image, in terms of **math abilities, activities and interests**.
   - Record changes as follows:
     "+" = better response
     "—" = worse response
     "0" = response about the same (use this one if in doubt).

Plans

For both parts (one year and five years), make a **holistic comparison** between pre- and post-responses. (Record one score only for each learner, on the post-test):

- Read pre-response and then post-response.
- Decide if the post-response is better or worse than, or about the same as, the pre-response.
- Make holistic judgments according to the following criteria: the **clarity, definiteness and detail** of the plans mentioned, particularly in relation to **reading and education**.
- Record changes as follows:
  "+" = better response
  "—" = worse response
  "0" = response about the same (use this one if in doubt).

Ratings of Adult Learning Plans

Learners' goals have been assessed by their teachers as:

0 = not reached
1 = reached (in expected time)
2 = exceeded (i.e., reached, mastered and used in daily life).

Transfer the ratings to the appropriate blank on the Learner Achievement Recording Forms (see later in this packet).

ESL Indicators

For ESL indicators, record all beginner scores on one set of forms and all intermediate scores on another set of forms.

Learner Questionnaire

Record pre- and post-test responses separately.

Practices (pp. 39-40)

Item #1, #2: Record scores on the scale (i.e. 0-10).
Item #3: a) Count the number of types read.
b) Add up the number of times for all types.
Items #4, #5: Record scores on the scale (i.e., 0-10).
Items #6, #7: Code responses (i.e., 1 = never, ..., 4 = always).

Family

Item #1: Record age (in whole years).
Item #2-#11: Record scores on the scale (i.e. 0-10).
Item #12: Code responses (i.e., 1 = 6th grade, 2 = 9th, 3 = high school, 4 = 2-year college, 5 = 4-year college).

Learner Interview

Record pre- and post-tests separately, except for holistic scores. For the holistic scores, you will compare pre- and post-test responses to arrive at one score. This is discussed in detail below.

Practices

Reading and writing in English:

1. Make a **holistic comparison** between pre- and post-responses. (Record one score only for each learner, on the post-test):

    - Read pre-response and then post-response.

    - Decide if the post-response is better or worse than, or about the same as, the pre-response.

- Make holistic judgments according to the following criteria: **breadth, frequency and difficulty** of the activities mentioned.

- Record changes as follows:
  "+" = better response
  "—" = worse response
  "0" = response about the same (use this one if in doubt).

2. Count the number of items given in each response -- pre and post.

Beliefs

Item #1, English ability:

1. Rate the self-appraisal, if the learner has made one, on a scale of 1 - 5 (i.e., 1 = poor, 3 = average, 5 = good, using 2 and 4 as needed).
   - If there is no self-appraisal, give no rating.
   - If the learner uses only a comparative term in the post-test (better, improved), rate one point higher than pre-test.

2. Make a **holistic comparison** between pre- and post-responses. (Record one score only for each learner, on the post-test):
   - Read pre-response and then post-response.
   - Decide if the post-response is better or worse than, or about the same as, the pre-response.
   - Make holistic judgments according to the following criteria: the reasons given for the reported self-image, in terms of **literacy abilities, activities and interests**.
   - Record changes as follows:
     "+" = better response
     "—" = worse response
     "0" = response about the same (use this one if in doubt).

Item #2, Reading Strategies:

Make a **holistic comparison** between pre- and post-responses. (Record one score only for each learner, on the post-test):

- Read pre-response and then post-response.
- Decide if the post-response is better or worse than, or about the same as, the pre-response.
- Make holistic judgments according to the following criteria: a **range** of strategies, including, in order of importance, **context, word structure, dictionary, ask and sound out**.
- Record changes as follows:
  "+" = better response
  "—" = worse response
  "0" = response about the same (use this one if in doubt).

Plans

For both parts (one year and five years), make a **holistic comparison** between pre- and post-responses. (Record one score only for each learner, on the post-test):

- Read pre-response and then post-response.
- Decide if the post-response is better or worse than, or about the same as, the pre-response.
- Make holistic judgments according to the following criteria: the **clarity, definiteness and detail** of the plans mentioned, particularly in relation to **learning English**.
- Record changes as follows:
  "+" = better response
  "—" = worse response
  "0" = response about the same (use this one if in doubt).

ESL Benchmarks and Ratings

For both tests (Beginner and Intermediate) add up the ratings within each section.

- grammar
- writing/reading
- listening/speaking
- vocabulary
- life skills

Record these five totals in the appropriate blank on the learner recording form (see the section marked "Learner Achievement Recording Forms," later in this packet). *Record all beginner scores on one set of forms and all intermediate scores on another set of forms.*

Ratings of Adult Learning Plans

Learners' goals have been assessed by their teachers as:

0 = not reached
1 = reached (in expected time)
2 = exceeded (i.e., reached, mastered and used in everyday life).

Record the ratings in the appropriate blank on the Learner Achievement Recording Forms (see later in this packet).

Guidelines for Scoring Consistency

With two evaluators both making judgments on scores and ratings, there is a need for some checking procedures to ensure consistency of application of the scoring schemes. Please follow the steps below:

1. Start with a sample (of 5 -10 learners) that you both score: do 3 together, then 2 separately and check back.
2. Discuss any doubtful cases and discrepancies between your scores, and reach agreement on these.
3. If necessary, repeat the double scoring and discuss further.
4. Complete the scoring separately, each noting any further doubtful cases as you go along.
5. When each has finished, check through the doubtful cases and reach agreement on these. Also spot-check each other's scoring (about every 5th learner) and discuss any discrepancies.
6. Finally, check back through other learner folders for the consequences of your last discussions.

IF THERE ARISE ANY CASES OF SERIOUS DOUBTS
ABOUT THE OPERATION OF THE SCHEME,
GIVE US A CALL TO DISCUSS THE MATTER.

Guidelines for Scoring Additional Indicators

Additional indicators are those not shared by other programs. These could include cloze tests, reading scenarios, etc. Some of these have ready-made scoring schemes. Others may be similar to the indicators presented in this packet, and could be scored in the same kind of way.

For example:

- cloze tests can be scored for the number of matching responses, and that score recorded;
- reading scenario responses can be scored using one of the scenarios in this packet as a model, and the scores recorded in the same way.

Where your scoring scheme involves the making of judgments, try it out first on the responses of about 5 learners to see whether you've covered the full range of responses. If you have real difficulties with your scheme, give us a call and we will help you out.

EXAMPLE:
DESCRIPTION OF ADDITIONAL INDICATORS

Program ________________ Group _________________

Attach a copy of any additional indicators used by this group and describe the nature of each score next to the numbers below. Record the scores on the Additional Indicators recording form in the columns with matching numbers.

1. *Scenario, process question: focus*
2. *Scenario, process question: strategy*
3. *Scenario, process question: topic*
4. *Scenario: factual question*
5. *Scenario: inference question*
6. *Scenario: application question*
7. *Cloze test: number of blanks__25__.*
8.
9.
10.

Learner Achievement Recording Forms

Program: ______________________ **Group:** ______________________

ABE/GED Learner Questionnaire (Pre-test)

Learner	Learner Practices								Family Literacy											
	1	2	3a	3b	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12
Example	*5*	*3*	*3*	*7*	*8*	*2*	*2*	*3*	*7*	*10*	*6*	*7*	*5*	*10*	*10*	*0*	*2*	*10*	*2*	*3*

Program: ____________________ **Group:** ____________________

ABE/GED Learner Questionnaire (Post-test)

Learner	Learner Practices								Family Literacy											
	1	2	3a	3b	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12
Example	*7*	*5*	*2*	*4*	*2*	*3*	*4*	*2*	*7*	*5*	*8*	•	*7*	*10*	•	*2*	*5*	*9*	*2*	*1*

Program: ____________________

Group: ____________________

ABE/GED Learner Interview (Pre-test)

Learner	Practices		Process (Article)						Process (Chart)						Beliefs	
	1. Read/ Write	2. Math	1a	1b	1c	2	3	4	1a	1b	1c	2	3	4	1. Read/ Write	3. Math
Example	*4*	*2*	*2*	*2*	*1*	*0*	*2*	*2*	*2*	*1*	*1*	*2*	*0*	*2*	*3*	*2*

Program: ____________________ **Group:** ____________________

ABE/GED Learner Interview (Post-test)

Learner	**Practices**		**Process (Article)**						**Process (Chart)**						**Beliefs**	
	1. Read/ Write	**2. Math**	**1a**	**1b**	**1c**	**2**	**3**	**4**	**1a**	**1b**	**1c**	**2**	**3**	**4**	**1. Read/ Write**	**3. Math**
Example	*6*	*3*	*1*	*1*	*1*	*0*	*2*	*2*	*2*	*3*	*0*	*2*	*2*	*1*	*4*	*3*

Program: ______________________ Group: ______________________

ABE/GED Holistic Scores and ALP Rating

Learner	Practices		Beliefs			Plans		ALP
	1. Read/ Write	2. Math	1. Read/ Write	2. Reading Strategies	3. Math	1 year	5 years	Goal Rating
Example	+	0	+	–	+	0	0	1

Program: ______________________ Circle one: Beginner / Intermediate

ESL Learner Questionnaire (Pre-test)

Learner	Learner Practices								Family Literacy											
	1	2	3a	3b	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12
Example	*5*	*3*	*3*	*7*	*8*	*2*	*2*	*3*	*7*	*10*	*6*	•	*5*	*10*	•	*0*	*2*	*10*	*2*	*3*

Program: ______________________ Circle one: Beginner / Intermediate

ESL Learner Questionnaire (Post-test)

Learner	Learner Practices								Family Literacy											
	1	2	3a	3b	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12
Example	*7*	*5*	*2*	*4*	*2*	*3*	*4*	*2*	*7*	*5*	*8*	•	*7*	*10*	•	*2*	*5*	*9*	*2*	*1*

Program: ____________________ Circle one: Beginner / Intermediate

ESL Learner Interview

Learner	Practices Pre-test	Beliefs Pre-test	Practices Post-test	Beliefs Post-test
	1. Read/Write in English	1. How good	1. Read/Write in English	1. How good
Example	*2*	*2*	*2*	*4*

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Program: ______________________ **Circle one:** Beginner / Intermediate

ESL Holistic Scores and ALP Rating

Learner	Practices	Beliefs		Plans		ALP
	1. Read/Write in English	1. How good	2. Reading Strategies	1 year	5 years	Goal Rating
Example	+	-	*0*	+	*0*	*1*

Program: ______________________ **Circle one:** **Beginner / Intermediate**

ESL Benchmarks and Ratings

	Pre-tests					Post-tests				
Learner	**Grammar**	**Write/ Read**	**Listen/ Speak**	**Vocabulary**	**Life Skills**	**Grammar**	**Write/ Read**	**Listen/ Speak**	**Vocabulary**	**Life Skills**
Example	*6*	*3*	*2*	*6*	*10*	*5*	*4*	*2*	*11*	*12*

DESCRIPTION OF ADDITIONAL INDICATORS

Program ________________ Group _________________

Attach a copy of the additional indicators used by this group and describe the nature of each score next to the numbers below. Record the scores on the Additional Indicators recording form in the columns with matching numbers.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Program: ______________________

Group: ______________________

Additional Indicators

Learner	Pre-test										Post-test									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Outline of Statistical Analysis

The statistical analysis takes place out of your sight; you send in a set of score sheets and receive back a summary of statistical results. So you may find it of interest to know, in general terms, what happens to the data in between.

What we are interested in finding out is the nature and magnitude of the gains learners make between pre-test and post-test. Therefore we consider, for each group of learners, the set of change scores. These are either the holistic change scores or the difference between pre- and post-test scores for each learner. To establish how much gain has been made in a particular area, the average learner change score is compared with a set of benchmark change scores.

This leads to a description of the average gain made by this group of learners as "much gain," "some gain," "no change," or "loss." These are defined as follows:

much gain -- superior achievement in this area
some gain -- competent achievement in this area
no change -- little or no change in this area
loss -- decrease in scores in this area

Writing the Summative Report

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Writing the Summative Report

The purpose of summative evaluation is to provide program directors and funders with a picture of the effectiveness of a program in carrying out its functions. In order to do this, you will write a report based on the results from the set of ABE/GED or ESL indicators that was used with your paired program. These results will be presented to you in summary form for each group of learners, showing areas of significant gain.

The rest of the section contains:

- sample sections from summative reports
- detailed guidelines for writing the summative report
- summative report forms
- example summary of results

Summative Report - Selected Examples

The sample report sections on the following pages illustrate the types of statements you will make in your report based on the results of learner testing. (The numbers that correspond with each heading will be explained later.) The discussion is organized in the following manner.

1. The introduction briefly describes the types of instruments that were used and provides an outline for the remaining sections of the report.

2. Under each heading are described the kinds of questions that were asked in the pre- and post-tests.

3. The amount of gain and/or loss in each area of learner achievement is described.

4. Details are provided to explain the gain or loss.

5. 3 or 4 quotes or paraphrases (keeping the individual's identity concealed) are used to illustrate the results.

6. Reasons for gains or losses are suggested based on classroom observation. Whenever possible, the program is praised for doing a good job.

7. The Conclusion section summarizes major strengths and limitations of the program and recommends changes for the future. The final paragraph describes the accomplishments of the program, ending on a positive note.

Summative Report - Selected Examples

Program: Example ABE **Group:** ABE/GED

Evaluators: J. Oelker **Date:** April 2, 1993

Introduction

The aim of this report is to demonstrate the effectiveness of the Example ABE program with regard to improvement in learner abilities. To evaluate the learners' abilities, interviews, tests and questionnaires were administered as pre- and post-assessments. The resulting scores were then analyzed statistically to measure the level of gains or losses in learner achievement. The average achievements for this group of learners are reported below as "much gain," "some gain," "no change," or "loss." These are defined as follows:

much gain -- superior achievement in this area
some gain -- competent achievement in this area
no change -- little or no change in this area
loss -- decrease in scores in this area

The following areas are addressed in this report:

Group Evaluated
Practices
Process and Ability
Beliefs
Plans
Family Literacy
Adult Learning Plans
Conclusion

Group evaluated
(Number of learners, nature of class, classroom practices, etc.)

This group of 39 learners was taught through a mixture of individual and class work. A typical 3 hour class period consisted of an hour of individual work in one subject area with the instructor's help available as required, a teacher-led class lesson on a particular topic, and a final hour of individual work (usually in another subject area). Most learners were aiming to complete their GED, but others were learning more basic skills, such as reading, writing, and numeracy. The classroom had a relaxed atmosphere. The learners appeared comfortable and felt at ease with each other and the instructor.

Practices 1: Reading and Writing

- **Frequency of reading items such as books and magazines.**
- **Quantity of reading/writing**
- **Quality of reading/writing based on breadth, frequency and difficulty**

In the questionnaire, learners were asked how often they had read materials commonly found in the home (e.g., magazines, newspapers, etc.) during the last seven days. They were also asked how many books they had brought into their home during that time. During the interview, learners were asked what types of materials they had read and written in a normal week. The numbers of items mentioned in pre- and post-interviews were recorded, and the responses were compared holistically based on breadth, frequency and difficulty.

Learners made some gain overall in the questionnaire, including gains for items on book and magazine reading. They made much gain in the number of types of books read and their frequency of reading and some gain in the tendency to read magazines in waiting rooms.

The gains mentioned above were confirmed in the Learner Interview by an average increase of about 25% in the number of items read or written, which constituted some gain. Some learners made greater gains than this 25%; for example, some learners' pre- and post-test responses were:

Pre: Biographies, Bible, magazines.
Post: Bible, gardening magazine, biographies, autobiographies, community newspaper, city newspaper, Sunday school books, daily devotion books, write information on clients, write letters to friends and family.

Pre: Newspaper -- That's it.
Post: Newspaper, story books, shopping list, magazines, short novels, write letters.

Pre: Notes from teachers, TV Guide
Post: Notes from teachers, TV Guide, newspaper, magazine, read class books at home.

The gains in the types of materials read might be attributed to the emphasis placed upon reading by the instructor in class or to the students' increased ability to read.

Process and Ability 1: Learner Interview Scenarios
Focus, Strategy, and Topics of Interest

To measure the ABE learners' skills in the process of reading, they were given two reading scenarios based on:

- a newspaper article about weight loss (prose scenario)
- a table showing the age distribution of Indiana's population (chart scenario)

For each scenario, they were asked to describe how they read it (i.e., the processes they would use). Their responses covered three main areas:

- the points of focus (e.g., titles, bold print),
- strategies (e.g., skim, read through), and
- topics of interest (i.e., related to the item's content).

These responses were analyzed by counting the number of separate items mentioned by the interviewee.

For the prose scenario, some common responses to this process question were:

Pre: "Check each heading and decide whether to go further."
Post: "Read the headings, get ideas for increasing the amount of exercise I get, skim, know how many extra calories I can burn off, and know how long it will take to lose one pound."

Pre: "Just read the article."
Post: "I would first look at the picture and headline. I would think about losing weight. I would then read the article."

Pre: "I would begin at the title. I would pay attention to what is best to lose weight. Then do it."
Post: "I would look at the heading first. How I would lose weight. I would scan over it and look at the weight and calories listed. If I was interested, I would read it all."

For this class, the total number of responses and the number of topics mentioned showed some gain. The increase in the number of topics that the learners mentioned shows a greater ability to make connections between what they read and their own knowledge, as well as showing a growth in confidence arising from their time in class. For the most part, increased discussion of strategies included comments one would expect from more sophisticated readers.

For the chart scenario, scores showed a slight decrease, but remained essentially unchanged. A possible cause for this difference is the emphasis placed in the classroom on prose reading, compared with a much smaller amount of time spent on interpretation of tables and charts.

Process and Ability 2: Learner Interview Scenarios Factual, Inference, and Application Questions

Besides describing the processes they used while reading, learners answered a series of questions concerning content. For each scenario, these were:

- a factual question - based strictly on the material
- an inference question - a deduction from the material that does not rely on background knowledge
- an application question - relating information from the material to a different situation.

Overall, the answers in the chart scenario showed little change. Nearly all pre-test scores were already high and so there was little chance for the learners to show improvement. For example, the factual question showed a loss when several learners were incorrect on the post-test after all had been correct on the pre-test.

However, for the prose scenario, the total score showed some gain. The most noticeable feature here was much gain in the prose scenario's application question; the average score more than doubled. This confirms the results of the previous section and its reference to the classroom emphasis on prose reading.

Beliefs 1: Learner Interview, Self, Reading and Writing
- **Ratings of learner self-appraisals**
- **Quality of response based on abilities, activities and interests**

Learners were asked how good at reading and writing they considered themselves to be at present. Their answers were scored in two ways. First, their self-appraisals were rated on a scale of 1-5. Then their pre- and post-responses were compared holistically based on the reasons given for the reported self-image, in terms of literacy abilities, activities, and interests.

The learners' ratings of their ability were already high on the pre-test, and showed little change. However, the holistic comparison of pre- and post-test responses showed some gain in the mentioning of abilities, activities and interests to support this self-image. Some typical responses to this question include:

Pre: "Very literate - well in school. Like to read.
Post: "Very literate! At beginning of class I'd have been up in the air but have done very well - reading, writing, math. Use at home to encourage son. Take trips to library."

Pre: "Reading -- pretty good.
Writing -- just fair."
Post: "I am very good at reading. I like to read now and am understanding concepts better.
I am good at writing. I now have good spelling and sentence structure skills."

Pre: "Decent at reading. I can understand it.
Pretty good at writing, but I don't write much."
Post: "Real good at reading. I can read fast and understand what I read.
My writing is good. I have become more interested in writing and I am writing more now."

It is noticeable that the quality of the learners' responses based on abilities, activities and interests has improved greatly.

Plans: Learner Interview, 1 and 5 years

- **Quality of plans based on clarity, definiteness and detail, particularly in relation to reading and education**

As part of the interview, learners were asked about their plans for the future: 1 and 5 years ahead, and to explain how reading and education formed part of those plans. Their answers were compared holistically based on their clarity, definiteness and detail. As learners improve, their learning plans tend to become clearer and more concrete.

This group of learners showed much gain in their plans for the next year, and some gain in their plans for the next five years. Responses to planning questions ranged from learners mentioning their prospects for advancement in their careers, to their intentions regarding marriage, children, housing and retirement. The following were typical responses to the questions:

"What are your plans for the next year?"

Pre: "Get a job."
Post: "Pass my GED, go to college in Louisville."

Pre: "Looking for promotion at work. Looking for a better job somewhere else, as well."
Post: "I plan to buy a house. Invest money -- looking at real estate investments. Reading and education are necessary to plan things out, to work with numbers. Reading and math are the most important things.

"What are your plans for the next five years?"

Pre; "I have no idea; not sure; have a better job."
Post: "Have a good job in computers and work my way up the ladder -- a better life for me and my children. Make sure my daughter graduates. Have a career that pays well. Work as a RN after I get my degree. Start a small business of my own. Advance myself in my job or go on to another kind of work. To use my head instead of my hands."

Pre: "Establish myself."
Post: "Work at a job I like, save my money to buy my own business. Take college classes to get myself ready to run my business."

Overall, the learners were very positive about their classroom experience and saw it as opening new doors, both for further education and for a life of greater opportunity. Most significantly, they seemed to have increased their awareness of the necessity of an ongoing education.

Family Literacy: Learner Questionnaire
• Practices with children aged 3-17

It is possible for adult literacy programs to affect not only learners' own literacy levels, but also literacy in their families. Home literacy activities can both benefit the children and also increase practice time. To assess the impact of the program on their families, learners were asked how often they participated in activities such as:

- helping children with homework,
- reading to them,
- taking them to the library,
- borrowing or buying books for them.

They were also asked what grade they expect their child to complete on a scale ranging from 6th grade through 4-year college.

Out of the group of 39, there were 16 parents who responded to this section. Most items showed no change. There was a decrease in parents reading to or with their children, possibly due to the post-test being conducted in late spring when more outdoor activities would claim children's time. Two items showed some gain: visits to the library and the buying of books for the children. This appears to reveal a greater parental interest in the reading habits of their children, and ties in with the results mentioned under Learner Practices, where there was some increase in books brought into the home.

Adult Learning Plans

At the beginning of the program, each learner worked with instructors to create an Adult Learning Plan, involving a set of goals that could realistically be achieved in 40-50 hours of class time. At the end of that time, the instructors assessed learner goals as either not reached, reached, or exceeded.

Goals for learners in this program were essentially grouped into two content areas: mathematics and language arts. Examples of short-term goals included:

For mathematics:
- improving division skills;
- reviewing fractions;
- reviewing decimals;
- learning basic algebra; and
- learning geometry.

For language arts:
- learning the eight parts of speech;
- re-learning punctuation rules; and
- re-learning capitalization rules.

Example of long-term goals included:

For mathematics:
- mastering fractions;
- mastering decimals;
- raising math level to GED instruction; and
- passing the math section of the GED test.

For language arts:
- learning to write an effective essay; and
- pass the writing skills section of the GED test.

Over half the learners in this group reached their stated goals, and another 20% achieved more than they had set out to do. However, 30% were unable to achieve their goals, possibly because there was not enough time to accomplish what they had set out to do. It seems likely that all learners could have accomplished their goals given more time.

It appears that the overall plans for most learners were reasonably on target and that the learners and the teachers were reasonably successful at setting goals for the time period.

Conclusion

Most of the gains made by learners in this group are related directly to reading prose. For both the learners themselves and their families, there were signs of increased quantity of reading activity and increased possession of books. The prose scenario, but not the chart, showed learner gains in techniques of reading and the ability to answer questions that involved applying information from the reading to their own situation.

These scores reflect the way that time in class was spent. For about two thirds of class time, learners worked individually and needed to read text book information and instructions in order to proceed with their work.

Learners' beliefs about their own literacy and plans for the future also changed considerably. One noticeable gain was the greater reason they had acquired, by the post-test, for their already high self-image. Their educational plans, for both 1 and 5 years ahead, became more definite and detailed, probably because of the structuring of their experience by attendance at the program.

The overall positive results highlight the excellence of the Example ABE program. It is evident that the instructional delivery is successful in the program. The pattern of activity in the classroom laid great emphasis on reading, and this has clearly paid dividends with gains in a variety of areas directly related to reading. It is clear that learners are beginning to take these gains beyond the classroom and into their own and their families' lives, which augurs well for their continuing literacy future.

Guidelines for Summative Report

You should report the nature of the changes made by each group of learners based on the Summary of Results form (see the section, "Guidelines for Summary of Results" later in this packet). We will complete and return this form after analyzing the data you send to us. Your summative report will use the following headings:

Introduction
Group Evaluated
Practices
Process and Ability
Beliefs
Plans
Family Literacy
Adult Learning Plans
ESL Benchmarks and Ratings (ESL only)
Additional Indicators
Conclusion

The next section in this packet, marked "Summative Report," contains the form you will use when writing your report. Under each heading, the first paragraph that describes the questions asked of learners is already provided. You will follow that with a description of the results from the program you are evaluating, including examples of learner responses. This description should document whether each group of learners has made ***much gain, some gain, no change, or a loss*** in each of the above areas. Detailed guidelines for describing the nature of these changes are provided below and on the next few pages. These guidelines apply to both ABE/GED and ESL learners except where noted otherwise.

Group Evaluated

Describe the group being evaluated, including the number of learners, the nature of the classes (walk-in ABE, JTPA mandated, etc.), classroom practices (as observed), learning materials used, etc.

Practices

1. Frequency and quality of reading and writing
    a) Learner Questionnaire, #1-#7: Compare pre- and post-test scores for each question.

    b) Learner Interview, Practices, #1: Compare the number of items read or written.

    c) Learner Interview, Practices, #1: Compare scores for quality of reading/writing, according to the criteria you used for holistic scoring: **breadth, frequency and difficulty**.

2. Frequency and quality of math **(ABE/GED only)**
    a) Learner Interview, Practices, #2: Compare the number of math items mentioned.

    b) Learner Interview, Practices, #2: Compare scores for quality of math mentioned, according to the criteria you used for holistic scoring: **breadth, frequency and difficulty**.

Process and Ability (ABE/GED only)

1. Learner Interview Scenarios, Process:
    For both of the Learner Interview Scenarios, prose and chart, compare the total count of:

    focus (e.g., titles, bold print),
    strategy (e.g., skim, read through), and
    topics of interest (i.e., related to the item's content)

    mentioned in process question #1.

2. Learner Interview Scenarios, Ability:
    Compare scores for the following:
    a) Factual (Learner Interview Scenarios, #2) - based strictly on the material;
    b) Inference (Learner Interview Scenarios, #3) - deductions from the material that do not rely on background knowledge; and
    c) Application (Learner Interview Scenarios, #4) - relating information from the material to the learners' experiences.

Beliefs

1. Learner Interview, Self, Reading and Writing
   Learner Interview, Beliefs, #1: your rating of the self-appraisal and holistic comparison. The holistic comparison is based on the **reasons** given for the reported self-image, in terms of **literacy abilities, activities and interests**.
2. Learner Interview, Reading Strategies
   Learner Interview, Beliefs, #2: holistic comparison. The holistic comparison is based on the **range of strategies**, including, in order of importance, **context, word structure, dictionary, ask and sound out**.
3. Learner Interview, Self, Math **(ABE/GED only)**
   Learner Interview, Beliefs, #3: your rating of the self-appraisal and holistic comparison. The holistic comparison is based on the **reasons** given for the reported self-image, in terms of **math abilities, activities and interests**.

Plans

Learner Interview, 1 year and 5 years

- For the next year:
  Learner Interview, Plans #1: holistic comparisons.
- For the next 5 years:
  Learner Interview, Plans #2: holistic comparisons.

The holistic comparisons are based on the **clarity, definiteness and detail** of the plans mentioned, particularly in relation to **reading and education**. As in the above report example, plans for 1 and 5 years should be discussed as a unit.

Family Literacy

Learner Questionnaire, Family Literacy #2-#12: compare scores for each question.

Adult Learning Plans

Describe the proportion of learners who achieved or exceeded their goals. Include examples of type of goals. Explain why some learners exceeded their goals and, if possible, why some could not achieve what they had intended to accomplish.

ESL Benchmarks and Ratings (ESL only)

For both Beginner and Intermediate levels, compare scores in each of the five areas:

- grammar
- writing/reading
- listening/speaking
- vocabulary
- life skills

Additional Indicators

Describe the assessment that was administered, and state its purpose. Explain how it was scored, and compare the pre- and post-assessment scores.

Conclusion

The Conclusion section summarizes the major strengths and limitations of the program, and recommends changes for the future. The final paragraph describes the accomplishments of the program, ending on a positive note.

General Organization of Summative Report

1. Briefly describe the types of instruments that were used and provide an outline for the remaining sections of the report.
2. Under each heading, describe the kinds of questions that were asked in the pre- and post-tests.
3. Describe the amount of gain and/or loss in each area of learner achievement.
4. Provide detailed explanation of the gain or loss.
5. Use 3 or 4 quotes or paraphrases to illustrate the results; keep the individual's identity concealed.
6. Suggest reasons for gains or losses based on classroom observation. Whenever possible, praise the program for doing a good job.
7. In the conclusion section, summarize major strengths and limitations of the program and recommend changes for the future. Also, in the final paragraph, describe the accomplishments of the program, ending on a positive note.

The summative report form is on the following pages. The form is also available on disk if you prefer working on a word-processor.

Summative Report

Program: ________________________ **Group:** ______________

Evaluators: ______________________ **Date:** ________________

Introduction

The aim of this report is to demonstrate the effectiveness of the ____________________________ program with regard to improvement in learner abilities. To evaluate the learners' abilities, interviews, tests and questionnaires were administered as pre- and post-assessments. The resulting scores were then analyzed statistically to measure the level of gains or losses in learner achievement. The average achievements for this group of learners are reported below as "much gain," "some gain," "no change," or "loss." These are defined as follows:

much gain -- superior achievement in this area
some gain -- competent achievement in this area
no change -- little or no change in this area
loss -- decrease in scores in this area

The following areas are addressed in this report:

Group Evaluated
Practices
Process and Ability
Beliefs
Plans
Family Literacy
Adult Learning Plans
Conclusion

If the program you are evaluating has an ESL component, add ESL Benchmarks and Ratings to the list of headings after Adult Learning Plans.

Group evaluated

(Number of learners, nature of class, classroom practices, etc.)

Practices 1: Reading and Writing

- **Frequency of reading items such as books and magazines.**
- **Quantity of reading/writing**
- **Quality of reading/writing based on breadth, frequency and difficulty**

In the questionnaire, learners were asked how often they had read materials commonly found in the home (e.g., magazines, newspapers, etc.) during the last seven days. They were also asked how many books they had brought into their home during that time. During the interview, learners were asked what types of materials they had read and written in a normal week. The numbers of items mentioned in pre- and post-interviews were recorded, and the responses were compared holistically based on breadth, frequency and difficulty.

Practices 2: Math

- **Quantity of math**
- **Quality of math based on breadth, frequency and difficulty**

During the interview, the ABE learners were asked how they used math in a normal week. As with reading and writing practices, the numbers of items mentioned in pre- and post-interviews were recorded, and the responses were compared holistically based on breadth, frequency and difficulty.

Process: and Ability 1: Learner Interview Scenarios
Focus, Strategy, and Topics of Interest

To measure the ABE learners' skills in the process of reading, they were given two reading scenarios based on:

- a newspaper article about weight loss (prose scenario)
- a table showing the age distribution of Indiana's population (chart scenario)

For each scenario, they were asked to describe how they read it (i.e., the processes they were using). Their responses covered three main areas:

- the points of focus (e.g., titles, bold print),
- strategies (e.g., skim, read through), and
- topics of interest (i.e., related to the item's content).

These responses were analyzed by counting the number of separate items mentioned by the interviewee.

Process and Ability 2: Learner Interview Scenarios
Factual, Inference, and Application Questions

Besides describing the processes they used while reading, learners answered a series of questions concerning content. For each scenario, these were:

- a factual question - based strictly on the material
- an inference question - a deduction from the material that does not rely on background knowledge
- an application question - relating information from the material to a different situation.

Beliefs 1: Learner Interview, Self, Reading and Writing

- **Ratings of learner self-appraisals**
- **Quality of responses based on abilities, activities and interests**

Learners were asked how good at reading and writing they considered themselves to be at present. Their answers were scored in two ways. First, their self-appraisals were rated on a scale of 1-5. Then their pre- and post-responses were compared holistically based on the reasons given for the reported self-image, in terms of literacy abilities, activities, and interests.

Beliefs 2: Reading Strategies

- **Quality of strategies, such as context, word structure, dictionary, etc.**

Learners were asked how they would figure out the meaning of unknown words in a passage. Their responses were compared holistically based on their mentioning a range of strategies, including, in order of importance: context, word structure, dictionary, ask, and sound out. As learners improve their comprehension, their ability to learn the meaning of new words from the context of surrounding sentences should also improve.

Beliefs 3: Learner Interview, Self, Math

- **Ratings of learner self-appraisals**
- **Quality of responses based on abilities, activities and interests**

ABE learners were asked how good at mathematics they considered themselves to be. Their answers were scored two ways. First, their self-appraisals were rated on a scale of 1-5. Then their pre- and post-responses were compared holistically based on the reasons given for the reported self-image, in terms of math abilities, activities, and interests.

Plans: **Learner Interview, 1 and 5 years**

- **Quality of plans based on clarity, definiteness and detail, particularly in relation to reading and education**

As part of the interview, learners were asked about their plans for the future: 1 and 5 years ahead, and to explain how reading and education formed part of those plans. Their answers were compared holistically based on their clarity, definiteness and detail. As learners improve, their learning plans tend to become clearer and more concrete.

Family Literacy: **Learner Questionnaire**

- **Practices with children aged 3-17**

It is possible for adult literacy programs to affect not only learners' own literacy levels, but also literacy in their families. Home literacy activities can both benefit the children and also increase practice time. To assess the impact of the program on their families, learners were asked how often they participated in activities such as:

- helping children with homework,
- reading to them,
- taking them to the library,
- borrowing or buying books for them.

They were also asked what grade they expect their child to complete on a scale ranging from 6th grade through 4-year college.

Adult Learning Plans

At the beginning of the program, each learner worked with instructors to create an Adult Learning Plan, involving a set of goals that could realistically be achieved in 40-50 hours of class time. At the end of that time, the instructors assessed learner goals as either not reached, reached, or exceeded.

English as a Second Language: Benchmarks and Ratings

To measure their ability to comprehend English, beginning and intermediate ESL learners were each rated in five areas:

- grammar,
- writing/reading,
- listening/speaking,
- vocabulary, and
- life skills.

For example, ratings were assigned to skills such as:

- answering simple questions (beginner),
- conversing with native English speakers (intermediate),
- telling time (beginner), and
- understanding television commercials (intermediate).

For each skill, learners were rated on a scale of 0 (cannot do this) to 3 (can do this as well or nearly as well as a native speaker).

If the program you are evaluating does not have an ESL component, do not use this page.

Conclusion

Guidelines for Summary of Results

When we have analyzed the results for each group of learners, we shall send you a summary of these results to assist you in writing your learner achievement report. This summary will state, question by question, the amount of gain (or loss) made by the group and mean scores for the group.

The amount of gain will be reported to you as:

much gain -- superior achievement in this area

some gain -- competent achievement in this area

no change -- little or no change in this area

loss -- decrease in scores in this area

In addition, for questions which have both pre-test and post-test scores, we will provide mean scores for the group, both the pre-means and the post-means. For holistic ratings, which have only one score, we will report the percentages of learners with positive change ("+"), no change ("O"), and negative change ("—").

Summary of Results - Example

Program EXAMPLE

Group ABE/GED

Number 39

Practices

- Frequency and quality of reading/writing

a) Learner Questionnaire: # 1 - 7

1 no change ~~gain~~ pre-mean= 2.7 post-mean= 3.0

2 no change ~~gain~~ pre-mean= 2.1 post-mean= 2.4

3a much gain pre-mean= 1.4 post-mean= 2.2

3b much gain pre-mean= 5.6 post-mean= 7.7

4 no change ~~gain~~ pre-mean= 3.7 post-mean= 4.0

5 no change ~~gain~~ pre-mean= 1.6 post-mean= 1.7

6 some gain pre-mean= 2.2 post-mean= 2.6

7 no change ~~gain~~ pre-mean= 2.9 post-mean= 2.8

Total of #1-7

some gain pre-mean= 22.2 post-mean= 26.4

Comment Some gain overall, with much gain for book reading (#3a, 3b) and some gain for magazine reading (#6).

Practices (cont.)

b) Learner Interview: number of items read/written

some gain pre-mean= 4.8 post-mean= 6.0

Comment Some gain, with mean number of items up by 25%.

c) Learner Interview: holistic comparison

no change ~~gain~~ +: 25 % 0: 39 % —: 36 %

Comment No change on average

- Frequency and quality of math (ABE/GED only)

a) Learner Interview: number of items mentioned

much gain pre-mean= 2.6 post-mean= 3.8

Comment Much gain, with mean increase in items mentioned of nearly 50%.

b) Learner Interview: holistic comparison

much gain +: 55 % 0: 33 % —: 12 %

Comment Much gain in breadth, frequency and difficulty. Over half the learners improved.

Process and Ability (ABE/GED only)

- Process

Learner Interview: #1 of Scenarios 1 and 2

Scenario 1 (Article):

Focus no change ~~gain~~ pre-mean= 1.5 post-mean= 1.6
Strategy no change ~~gain~~ pre-mean= 1.3 post-mean= 1.3
Topic some gain pre-mean= 0.5 post-mean= 0.8

Total some gain pre-mean= 3.3 post-mean= 3.7

Comment Some gain in total, due to some gain in topics mentioned.

Scenario 2 (Chart):

Focus no change ~~gain~~ pre-mean= 2.3 post-mean= 2.2
Strategy no change ~~gain~~ pre-mean= 1.3 post-mean= 1.2
Topic no change ~~gain~~ pre-mean= 0.1 post-mean= 0.1

Total no change ~~gain~~ pre-mean= 3.7 post-mean= 3.5

Comment Very little change

- **Abilities**

Learner Interview: #2 - #4 of Scenarios 1 and 2

Sc.1, #2 no change ~~gain~~ pre-mean= 0.9 post-mean= 0.8

Sc.1, #3 no change ~~gain~~ pre-mean= 1.1 post-mean= 1.0

Sc.1, #4 much gain pre-mean= 0.6 post-mean= 1.3

Total of #2 - #4
some gain pre-mean= 2.6 post-mean= 3.1

Comment Some gain overall, with application question (#4) showing much gain.

Sc.2, #2 less ~~gain~~ pre-mean= 2.0 post-mean= 1.7

Sc.2, #3 no change ~~gain~~ pre-mean= 1.7 post-mean= 1.8

Sc.2, #4 no change ~~gain~~ pre-mean= 1.8 post-mean= 1.7

Total of #2 - #4
no change ~~gain~~ pre-mean= 5.5 post-mean= 5.2

Comment No change overall: high pre-test scores allowed little room to improve — particularly in factual question (#2) where scores decreased.

Beliefs

- Self now: Learner Interview, Beliefs #1

  a) Learner Self-rating

  no change ~~gain~~ pre-mean= 4.0 post-mean= 4.1

  b) Holistic Comparison

  some gain +: 52 % 0: 29 % —: 19 %

  Comment No change in learner self-ratings, but some gain in supporting reasons.

- Reading Strategies: Learner Interview, Beliefs #2

  no change ~~gain~~ +: 37 % 0: 47 % —: 16 %

  Comment No change in average holistic rating of reading strategies.

- Self Math: Learner Interview, Beliefs #3 (ABE/GED only)

  a) Learner Self-rating

  much gain pre-mean= 2.7 post-mean= 3.6

  b) Holistic Comparison

  much gain +: 62 % 0: 20 % —: 18 %

  Comment Much gain both in learner self-rating and in supporting reasons.

Plans

- 1 year: Learner Interview, Plans # 1

much gain +: 64 % 0: 5 % —: 26 %

- 5 years: Learner Interview, Plans # 2

some gain +: 56 % 0: 23 % —: 21 %

Comment Much gain in plans for one year ahead, and some gain for 5 years ahead.

Family Literacy Learner Questionnaire: # 2 - 12 16 parents responded

2 no change ~~gain~~ pre-mean= 7.3 post-mean= 7.6

3 no change ~~gain~~ pre-mean= 5.1 post-mean= 4.7

4 no change ~~gain~~ pre-mean= 4.5 post-mean= 3.8

5 loss ~~gain~~ pre-mean= 5.3 post-mean= 4.1

6 no change ~~gain~~ pre-mean= 4.7 post-mean= 4.3

7 no change ~~gain~~ pre-mean= 7.3 post-mean= 6.9

8 some gain pre-mean= 0.5 post-mean= 1.6

9 no change ~~gain~~ pre-mean= 3.0 post-mean= 2.4

10 no change ~~gain~~ pre-mean= 5.2 post-mean= 4.7

11 some gain pre-mean= 1.7 post-mean= 3.4

12 no change ~~gain~~ pre-mean= 3.7 post-mean= 4.1

Total # 2 - 11

no change ~~gain~~ pre-mean= 44.6 post-mean= 43.5

Comment Almost no change — except for some gains in library visits (#8) and book buying (#11), and a loss in reading with child (#5).

Summary of Results - Example

Adult Learning Plans

Rating:

mean achievement level= 0.9

0: 28 %   1: 53 %   2: 19 %

Comment Total of 72% reached or exceeded their goal

ESL Benchmarks and Ratings

N/A

Beginner:

- Grammar

  ______ gain   pre-mean= ___   post-mean= ___

- Writing/Reading

  ______ gain   pre-mean= ___   post-mean= ___

- Listening/Speaking

  ______ gain   pre-mean= ___   post-mean= ___

- Vocabulary

  ______ gain   pre-mean= ___   post-mean= ___

- Life Skills

  ______ gain   pre-mean= ___   post-mean= ___

Comment ______

ESL Benchmarks and Ratings (cont.)

Intermediate:

N/A

- Grammar

  ________ gain pre-mean= ___ post-mean= ____

- Writing/Reading

  ________ gain pre-mean= ___ post-mean= ____

- Listening/Speaking

  ________ gain pre-mean= ___ post-mean= ____

- Vocabulary

  ________ gain pre-mean= ___ post-mean= ____

- Life Skills

  ________ gain pre-mean= ___ post-mean= ____

Comment --

Appendix to Workshop III

Appendix to Workshop III

Invitation Letter - 3

Agenda - 3

Running Order - 3

To Do List 3

Letter to Evaluators: Summary of Results

Letter to Mentors: Summary of Results

Summary of Program Evaluation

(date)

Dear ,

Evaluation Workshop 3

Please find enclosed the agenda for Workshop 3, which includes some reminders of what to bring with you on (date). The main requirement is the learner folders containing completed pre- and post-tests. You will be handing these over to the evaluators from your paired program, and they will be giving you theirs. Make sure that the contents of your learner folders are all arranged in the same way, and that this is clear and easy to follow. At the workshop, you will learn how to code this data in order to write your Learner Achievement Report.

Please bring with you a list of the learners whose folders are complete, so that you know what you have delivered so far. Also, calculate as best you can how many more post-tests your program could complete (a) in another two weeks and (b) in another four weeks. I realize that some programs have had difficulty reaching their quotas of learner numbers, so I want to allow some time after the workshop for additional post-testing. These figures will help us decide how much extra time works best.

I trust that your second site visits went well, and I look forward to meeting with you again on (date).

All the best,

Evaluating Indiana ABE Programs

Third Workshop for Evaluation Phase Three

(date) (start and finish times)

(location)

AGENDA

1. Overview of Evaluation Handbook
2. Scoring Learner Data*
3. Writing Learner Achievement Reports
4. Timetable for Data Analysis and Report Writing
5. Discussion of Evaluation Procedures

*** Please bring with you all complete learner data folders that have been gathered at your program as part of this evaluation (i.e., those with all pre-testing and post-testing done).**

Also bring your Handbooks — you will need the sets of data-gathering indicators in Workshop One.

Evaluation of ABE Programs : Phase Three

Workshop 3 - Running Order

(Used by Workshop Facilitators)

1. Introduction to data analysis and summative report	9:00
2. Overview (skim Handbook for orientation)	9:20
3. Coding of learner data Examples ---> Guidelines	9:40
Break	10:30
4. Exchange of data between paired programs	10:45
5. Pairs working on data coding - mainly Interview (mentors listen in)	10:50
Lunch	12:00
---> Recognition for mentors (a year and a half!)	
6. Writing Learner Achievement Reports (purpose, results summary, form)	1:30
Example: Practices 1 (model, then practice)	1:50
7. Work on example results summary ---> report (grouped in pairs) (mentors listen in)	2:10
Break	3:00
8. To-Do List	3:15
9. Discussion on evaluation process (Mentoring?)	3:30
	4:00

Evaluation of ABE Programs : Phase Three

To Do List - 3

1. Complete data scoring and send in recording forms by **April 2.** Make copies of recording forms, for your use when writing your report (and for safety, in case they don't arrive). If any parts of the scheme have proved difficult to apply, include notes giving details.

2. Results summary out to you by **April 19.**

3. Write draft reports (ABE and ESL, fast and regular track—where applicable) and send them to mentor and office by **May 10.**

4. Comments back to you by **May 17.**

5. Revise reports by **May 28**, and send to office, mentor and paired program.

(date)

Dear ,

Here is the Summary of Results for the
program you are evaluating, together with a description of what the statistics are about. I look forward to receiving your draft report by . Remember to send a copy also to your mentor, who will get back to you with comments when we have discussed it.

If you have any questions, please give me a call on (telephone).

Sincerely yours,

(date)

Dear ,

Here is the Summary of Results for the
program you are mentoring, together with a description of what the statistics are about. The evaluators should complete their draft report by , and send a copy to you and to me. After we have discussed it, please give them constructive feedback on their draft.

If you have any questions, please give me a call on (telephone).

Sincerely yours,

Indiana Adult Basic Education Programs

Summary of Program Evaluation :

Description of Purpose and Procedures

Overview

This evaluation aims to provide a comprehensive picture of each ABE program: an assessment of its structure and provision, and of learner gains in a wide range of areas. These data have been gathered using state records, self-evaluation rating scales (including interviews with teachers and learners), and assessment of learners with tests, questionnaires and interviews. The evaluation is conducted by the director and two instructors from the program being evaluated, and by two instructors from another program paired with it.

Program Statistics (from state data)

This section includes data on the size of the learner populations being served, and the nature of the gains these learners made in a variety of areas. These include gains on standardized tests and other educational achievements, gains connected with employment, and gains in life-skill competencies.

Self-Evaluation Rating Scale (by program director)

The ability of the program to serve the needs of its local population is evaluated by the director using a series of anchored ratings on a 1 - 5 scale. These assess such areas as program planning, facilities, materials, curriculum and personnel, as well as the program's success in providing for targeted segments of the population, particularly the educationally disadvantaged.

The procedure for the use of these rating scales involves the directors in consultations with their staff and program participants. Before filling out the rating scales, directors give out questionnaires, covering the areas listed above, to a sample of the instructors and learners in the program. The responses to these questionnaires aid the director in rating the program appropriately. Once the ratings are completed, a representative of the state Division of Adult Education visits the program and discusses the ratings with the director. During this meeting, the director is able to support the ratings given by using the questionnaire responses from instructors and learners. The final ratings for the program are those agreed by the director and the state representative.

Monitoring Report (by state staff)

This report is used to monitor a program's compliance with the federal adult education legislation and supporting federal and state rules and regulations. A representative of the State Educational Agency meets with the program director, the fiscal agent(s) and, when possible, the superintendent or executive director of the funded agency. The monitoring checklist, developed to gauge compliance, is completed during this visit. Checklist results are verified through student file reviews, classroom visits, programmatic and fiscal data checks, etc.

Any area of non-compliance is recorded. Strategies for the program to correct such areas are noted on the checklist. This provides a written record for future reference to monitor the program's corrective measures and subsequent compliance.

Summative Report (by evaluators from paired program)

The achievements made by learners attending each program are measured by a mixture of questionnaires, interviews, and teacher assessments. Pre-data are gathered on a representative sample of learners during their first 12 - 15 hours in the program, and post-data on those same learners after another 40 - 50 hours of instruction. The two evaluators at each program have the responsibility, with the help of other personnel, of gathering this pre- and post-data.

Once all post-testing is completed, learner folders are exchanged between the evaluators from the paired programs, and each scores and codes the data from the other's learners in preparation for writing their Summative Report. This report details the areas of learner gains and the nature of those gains, and the evaluators relate the gains to their knowledge of the program they are evaluating.

Programs are not expected to make gains in all of the areas assessed. Generally, a particular area will show gains only if the program commits significant resources to achieving such gains. And programs obviously need to set priorities among the possible goals they might address.

Indiana Adult Basic Education Programs

Summary of Program Evaluation

Program ______________________________ Date _____________

I Components:

___ Program Statistics

___ Self-Evaluation Rating Scale

___ Monitoring Report

___ Summative Report

II Program Statistics

This section summarizes data from reports and learner records collected by the state.

Number of ABE/GED learners served ______

Number of ESL learners served ______

Level I Contact Hour Percentage ______

Elements	Local Stats	State Avg.	Position in State
% registered who enrolled	_____	_____	_____
% improved within level	_____	_____	_____
% moved to higher level	_____	_____	_____

(cont.)

II Program Statistics (cont.)

Elements	Local Stats	State Avg.	Position in State
% making gains on TABE	____	____	____
% making gains on CASAS	____	____	____
% receiving high school diploma	____	____	____
% receiving GED	____	____	____
% in further training/ school	____	____	____
% receiving U.S. citizenship	____	____	____
% gaining employment	____	____	____
% gaining job advancement	____	____	____
% removed from public assistance	____	____	____
% making competency gains in:			
consumer economics	____	____	____
community resources	____	____	____
health/nutrition	____	____	____
occupational knowledge	____	____	____
government and law	____	____	____

Comments/Suggestions ______________________________

____

____

III Self-Evaluation Rating Scale

This section contains ratings of the program's ability to serve its local population. The areas evaluated are prescribed by federal law. The ratings are made by the program director, based on information from teacher and learner questionnaires. All areas are rated on a 1 - 5 scale, according to criteria provided for each scale. A site visit by state staff follows, during which each area is discussed and the ratings finalized.

Purpose and philosophy ____

Comments/Suggestions ____

____

Program planning ____

Comments/Suggestions ____

____

Administration ____

Comments/Suggestions ____

____

Building and classroom facilities ____

Comments/Suggestions ____

____

Content and curriculum ____

Comments/Suggestions ____

____

(cont.)

III Self-Evaluation Rating Scale (cont.)

Materials and instructional media ____

Comments/Suggestions ____

____

Program personnel ____

Comments/Suggestions ____

____

Provision for all segments of the population ____

Comments/Suggestions ____

____

Provision for educationally disadvantaged ____

Comments/Suggestions ____

____

Expand/improve services to ed. disadvantaged ____

Comments/Suggestions ____

____

Coordination commitment ____

Comments/Suggestions ____

____

IV Monitoring Report

This section summarizes a program's compliance with adult education legislation and regulations, and records areas needing correction.

V Summative Report

This section summarizes the achievements made by learners at the program. These were measured using interviews, questionnaires and teacher checklists administered by program personnel as pre-tests and post-tests. The resulting data were then assessed by evaluators from a paired program, who wrote a report on their results.

The categories used below to summarize those results reflect average changes between pre- and post-tests for the group of learners assessed, and are defined as follows:

much gain — superior achievement in this area
some gain — competent achievement in this area
no change — little or no change in this area
loss — decrease in scores in this area

Programs are not expected to achieve gains in all areas assessed.

Learner changes in the areas of:

Practices: reading, writing	much gain/some gain/no change/loss
Practices: mathematics	much gain/some gain/no change/loss
Reading process	much gain/some gain/no change/loss
Reading ability	much gain/some gain/no change/loss
Beliefs: reading, writing	much gain/some gain/no change/loss
Beliefs: mathematics	much gain/some gain/no change/loss
Plans	much gain/some gain/no change/loss
Family practices	much gain/some gain/no change/loss
ESL ratings	much gain/some gain/no change/loss

Comments/Suggestions ______________________________

____

____